DOCUMENT RESUME

ED 169 952 **IR 007 396**

AUTHOR	Barry, Sharon; And Others
TITLE	Footsteps: A Television Series on Parenting. Home Viewer Guide.
INSTITUTION	Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	79
CONTRACT	200-276-0398
NOTE	48p.; For related documents, see IR 007 212-233; Best copy available
AVAILABLE FROM	University Park Press 233. East Redwood Street, Baltimore Maryland 21202 (No price quoted); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Child Development; Childhood Interests; Child Rearing; *Early Childhood; Educational Programs; *Educational Television; *Family Life Education; Parent Child Relationship; *Parenthood Education; Preschool Education

ABSTRACT

This guide is designed for use by the home viewer of the television series, Footsteps, which focuses on some of the problems and concerns that all parents of young children face. Each of the 20 sections includes a general discussion of the theme of a television program, as well as some guidelines for coping with the problems discussed, suggested activities to help achieve the objectives of that program, and references for further information on that topic. This series of programs deals with the topics of self-identity, the individuality of children, the need for early stimulation, preparing for parenthood, children and television, dealing with death, attachment and independence, discipline, nutrition, play and fantasy, communicating love to your children, listening to children, parenting styles, social skills, growing up, children's fears, societal support for parents, competence, creativity, and the handicapped child. Additional books and magazines on parenting are listed at the end, as well as books for children to enjoy. This series is also appropriate for use with discussion groups or in a classroom setting, from the junior high level through adult education programs, and a student guide for each program and manuals for teachers and discussion leaders are available. (JEG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Footsteps

a television series on parenting

home viewer guide

ED169952

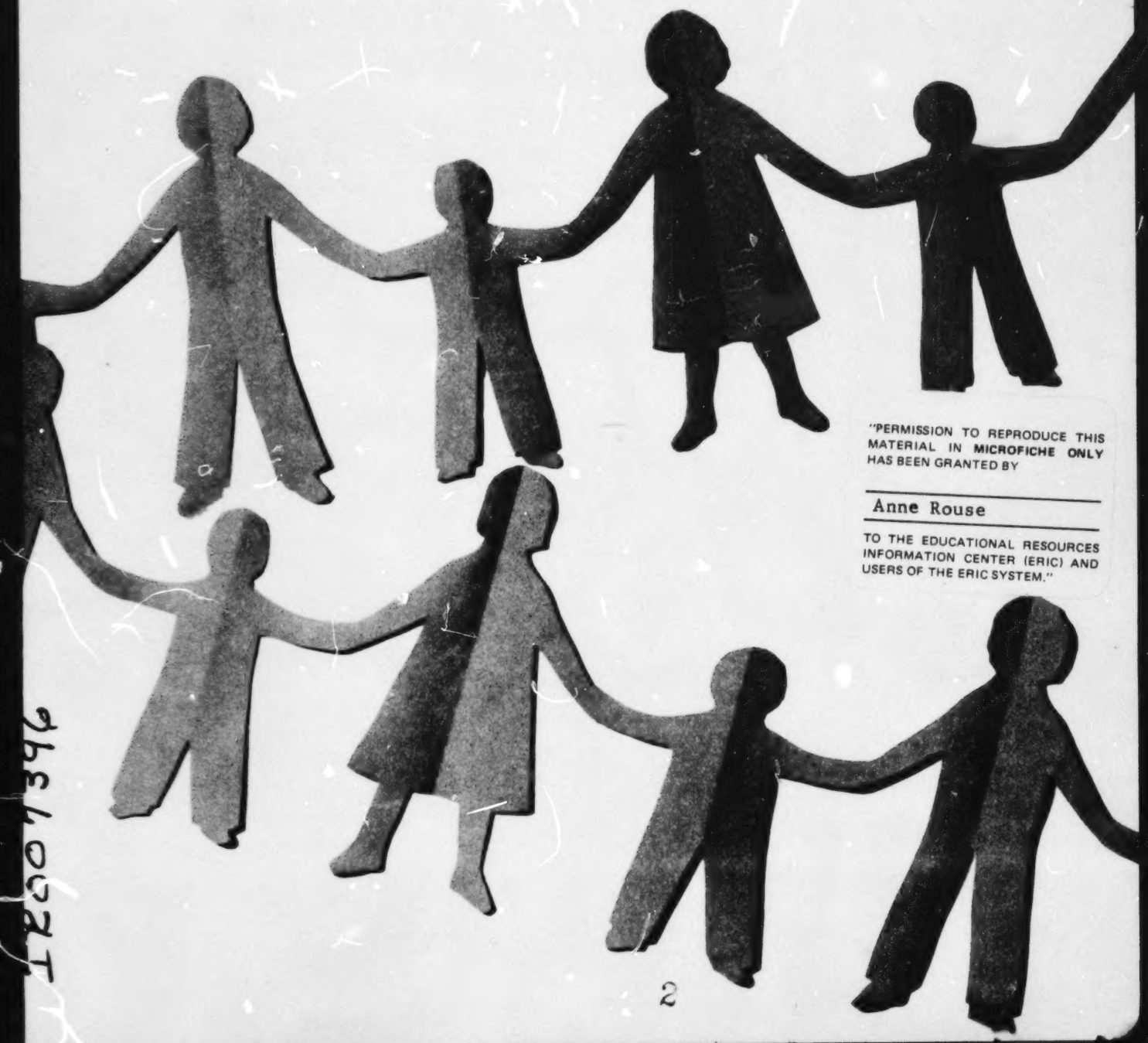
U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: IR PS

In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.



"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Anne Rouse

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CE020396

TO THE READER. . .

FOOTSTEPS focuses on some of the problems and concerns that all parents of young children face.

With a series such as this there is always the danger of creating the impression that parenthood is one problem after another. But that's not all there is to being a parent. Parenthood also offers rewards that make it all worthwhile. It provides satisfactions that are without parallel.

This guide presents some of the latest findings about how young children grow and learn, and illustrates ways to apply this information. We want you to see that there are many different approaches to bringing up children. There are alternatives from which you can pick and choose. Only you can decide which approach is best for you and your children.

The guide contains 20 sections. Each of these sections is divided into two parts:

- a general discussion of the theme, concluding with some overall guidelines; and
- some practical suggestions and applications.

For those of you who are watching the FOOTSTEPS programs, we have indicated the name of the accompanying television shows in the Contents.

We hope that FOOTSTEPS will help you cope with the challenges of parenthood so that you can savor more of its joys.

Call your local public station for dates and times of showings in your community.

The shows may be reproduced off-the-air and used for educational purposes in perpetuity (open broadcast rights extend through 1984).

Developed by a Consortium of:

Applied Management Sciences
Silver Spring, Maryland

Educational Film Center
Springfield, Virginia

Institute for Child Study of the University of Maryland
College Park, Maryland

Nonbroadcast Development Team

Sharon Barry, Ed.M.
Laura Dittmann, Ph.D.
Robert Huebner, Ph.D.
Joanna Phinney, Ed.M.

FOOTSTEPS Content Development Team

Laura Colker, M.A.
Charles Flatter, Ed. D.

Technical Consultants

Martin Bloom, M.A.
Nancy Colletta, Ph.D.
John Kurtz, Ph.D.
Bonnie Tyler, Ph.D.

Magazine layout and design by Art Concepts / Leslie Shapiro

CONTENTS

The section entitled...	Accompanies the program...	Page...
IDENTITY: THE "I'S" HAVE IT	Queen for a Day	2
CHILDREN'S INDIVIDUALITY: A FACT TO CELEBRATE	No Comparison	4
THE NEED FOR EARLY STIMULATION: A SENSE OF THE WORLD	First Signs of April	6
PREPARING FOR PARENTHOOD: TWO HEADS ARE BETTER THAN ONE	Two to Get Ready	8
CHILDREN AND TV: WATCH IT!	Who Is Sylvia?	10
DEALING WITH DEATH: THE TIME IS NOW	And We Were Sad, Remember?	12
ATTACHMENT AND INDEPENDENCE: YOU CAN'T HAVE ONE WITHOUT THE OTHER	Love Me and Leave Me	14
DISCIPLINE: THE LONG AND SHORT OF IT	Spare the Rod	16
NUTRITION: IT'S HABIT-FORMING	What's Cookin'?	18
PLAY AND FANTASY: THE CHILD'S BUILDING BLOCKS	True Blue	20
LOVING YOUR CHILDREN: GETTING THE MESSAGE ACROSS	I Love You When You're Good	22
LISTENING TO CHILDREN: CHILDREN SHOULD BE SEEN *AND* HEARD	The Secret of Little Ned	24
PARENTING STYLES: AVOIDING THE EXTREMES	Tightrope	26
SOCIAL SKILLS: MORE THAN MANNERS	New Kid on the Block	28
GROWING UP: CHILDREN DO THEIR BEST	The Scratching Pole	30
CHILDREN'S FEARS: FACE THEM	Hairy Scary	32
SOCIETAL SUPPORT: WE'RE ALL IN IT TOGETHER	There Comes a Time	34
COMPETENCE: IT'S ALL IN YOUR MIND	Stacking the Deck	36
CREATIVITY: A FRESH LOOK ON THE WORLD	Christinitas	38
THE HANDICAPPED CHILD: A CHILD FIRST	I'll Dance at Your Wedding	40
FOR YOUR CONTINUING INFORMATION...		42
...AND FOR YOUR CHILDREN'S ENJOYMENT		43

identity: the "I's" have it

Everybody Says

Everybody says
I look just like my mother.
Everybody says
I'm the image of Aunt Bee.
Everybody says
My nose is like my father's.
But I want to look like me.

– Dorothy Aldis
All Together
(New York: Putnam, 1925)

We all want to be special.

We all need to feel that we are unique, and that we occupy a special place in the world. Most of all, we need to be noticed and respected by other people. Only in this way can we become secure and independent adults.

Many people think that the search for identity begins in the teen years. Actually, this process starts long before adolescence. It is as babies and young children that we first start to grope for "me."

During these early years, you help to shape your children's identity. Your words and actions are like a mirror in which children see themselves. The image you reflect helps to determine what they will become.

The Source of Self

Children are not born with a sense of identity. In fact, newborn babies do not even know that they are separate from the rest of the world. They can't tell the difference between their hands and yours and the paws of their teddy bear. To them, the world is all one thing.

Gradually, babies discover that their bodies belong to them. By touching, tasting, looking, listening, smelling, and moving around, babies learn where their bodies end and the rest of the world begins.

Children acquire another tool for building a picture of themselves when they learn to talk. Now they can call themselves by their own names. They can use words such as "big" and "good" to describe themselves. As they grow and start to move around, they learn that they can make things happen.

Testing 1, 2, 3 ...

As their self-awareness grows, children start to test out their identity. All parents will recognize these first attempts to express "me":

- *"I wanna do it myself!"*
- *"No!"*
- *"That's mine!"*
- *"Look at me!"*
- *"Me first!"*

Through such behaviors, children work toward self-reliance. They begin to assert themselves as individuals to be reckoned with.

Within the Field of Visibility

Since every member of the family is working on identity, tensions may sometimes develop. Many of these conflicts are just a part of growing up and cannot be avoided. Sometimes, though, family tensions are a sign that children need more recognition. To help children in their search for "me," you can:

- TELL YOUR CHILDREN HOW THEY ARE SPECIAL.
- GIVE THEM OPPORTUNITIES TO BE USEFUL AROUND THE HOUSE.
- TRY TO EXPERIENCE THE WORLD AS YOUR CHILDREN DO.

The growth of identity is a lifelong process. Many persons and things will affect your children's identity. No other experience, however, will be as enduring as your responses during the first years of life. Nothing can replace the reflections of parents who know their children, care for them, and use this knowledge and affection to help their children "become."

SOME REFLECTIONS ON IDENTITY

To form a strong and healthy sense of self, children need to have pride in themselves and an awareness of their place in the world. Here are some activities that can help them develop a clear image of ....

My Body

- INTRODUCE BABIES TO THEMSELVES IN A MIRROR. Ask: "Who's that? Why, that's Tracy O'Rourke! Hi, Tracy!" As children get older, have them watch as they put their hands on their heads, touch their noses and elbows, and count the parts of their bodies. Have them stand next to you, their brothers or sisters, or friends, and see how they are the same and how they are different.
- HELP YOUR CHILDREN MAKE A SELF-PORTRAIT. Have children lie down on a large piece of wrapping paper or several paper bags slit open and taped together. Trace the outline of their bodies. Have children fill in this outline with their features: hair, eyes, nose, mouth, nails, etc. They can either draw their clothes or tape some of their old clothes to the picture. Hang up the completed self-portrait where everyone can admire it.

My Roots

- HELP CHILDREN MAKE A PICTURE MAP OF THEIR NEIGHBORHOOD. First take a walk to find the important places they'll want on their map: a park, school, grocery store, friend's house, etc. Then, with a large piece of paper and some crayons, help children mark out where these things are. Start with your own house and street, and gradually add other streets and places. Label everything. Use the map to see where you're going when you leave the house.
- MAKE A FAMILY TREE. Use old photographs and a large piece of paper. Make your children the focus of the tree. Talk about how they are related to other people on the tree, and point out how they are similar to and different from their relatives: "You have red hair like Aunt Sarah." "You're the only person with blue eyes in our family."

My Life

- START AN IDENTITY BOOK FOR CHILDREN. In a large scrapbook, paste pictures, cards, and other mementos of important times in your children's lives. As they get older, children can collect their own treasures They can dictate comments for you to write in, and even add their own illustrations.
- MAKE A TIME LINE TO HELP CHILDREN RECALL PAST EVENTS IN THEIR LIVES. String a piece of clothesline along a wall where children can reach it. Give children clothespins to hang up pictures, cards, clothing, and other souvenirs of important events: the day they were born, the day a brother or sister was born, or the day they learned to ride a bike. Put the events in the order that they happened.

My Future

- ENCOURAGE PRETENDING. As children play, they start to think about what they might become. Save old clothes and materials for them to use. For example, some old clothes and empty cans, boxes and jars, help children pretend they are grocery shopping. Buttons, spools, and an old mirror glued to a piece of cardboard make an instrument panel for an airplane or car.
- TAKE CHILDREN TO SEE WHAT OTHER PEOPLE DO AND PROVIDE THEM WITH BOOKS THAT SHOW PEOPLE DOING LOTS OF DIFFERENT THINGS. If you're afraid that your children will see poor examples that will limit their choices of expectations, make a special effort to show them what other people of their sex or race have done.

For Further Information...

- **Black Child Care.** J. P. Comer & A. F. Poussaint. New York: Simon & Schuster, 1975.
- **Dibs in Search of Self.** V. M. Axline. New York: Ballantine Books, 1976.
- **The Magic Years.** S. Fraiberg. New York: Scribner's, 1959.
- **Oneness and Separateness: From Infant to Individual.** L. J. Kaplan. New York: Simon & Schuster, 1978.
- **Your Child's Self-Esteem.** D. C. Briggs. New York: Doubleday & Co., 1970.

children's individuality: a fact to celebrate

Variety is the spice of life,
That gives it all its flavor.
– William Cowper

Each of us is a unique experiment.

In our physical, mental and emotional make-up, each of us is different from everyone else in the world. We each have our own way of walking, talking, running, writing and throwing a ball. We vary in our ability to use language, add and subtract, spell and memorize. No one else sees, hears, smells, tastes, and feels pain in exactly our way. We differ in our energy level, sleep pattern, body temperature, heart beat, interests and talents.

Yes, in virtually every area of human growth, each of us is truly an individual.

In children as in adults, there is infinite variety. You can see differences between your children right from birth. Some babies are quiet. Others cry a lot. Some persist in going after what they want. Others lose interest more quickly. Some sleep all night and eat at regular times. Others wake up hungry at different times every day and night.

From the very beginning, children demand to be seen and treated as individuals.

A Unique Way of Growing

Your children will continue to express their individuality as they grow. Each child has his or her own special timetable for growth. Some children walk at 9 months, others at 15 months. Many children can speak several hundred words by the time they're 2. But some know a lot more, and others are just beginning to talk. Some children learn to share and play with other children very easily. Others are slower to reach out to others.

All of these children are within the normal range of growth, which is very wide indeed. Of course, this does not mean that there is no such thing as abnormal behavior. There are some extremes that have treatable causes. If a child is not starting to walk by 18 months, for example, it would be a good idea to consult a doctor.

A Push in the Wrong Direction

For the most part, we respect the work of nature. As parents, we can accept physical differences such as height and hair color in our children. But in other areas — such as abilities and temperament — we sometimes forget the facts of life. We may want our children to be "above-average," or exactly like us. We may compare our children with others. We may even push our children to do things that are not possible for them.

Such efforts usually don't work. Not only that, even when they are well-intentioned they can harm children. They prevent children from using their energies to become what they were really meant to be. Instead, children become frustrated, withdraw — even give up.

So remember:

DON'T	DO
• PUSH YOUR CHILDREN	• RESPOND TO CHILDREN AS INDIVIDUALS
or	and
• COMPARE THEM WITH OTHERS	• REJOICE IN THEIR DIFFERENCES

Variety among human beings is not only natural, but desirable. By accepting and prizing the differences between your children, you'll be more comfortable both with your children and yourself. You'll be able to experience less of the anxiety and more of the joy of being a parent.

SO WHO'S NORMAL?

There's no such thing as an "average child." Each child grows in his or her own way and in his or her own time. Notice, for example, how differently the following two normal children develop:

JOEY

3 Days

From the minute he was born, Joey has been quiet and easy-going. After he was delivered, he lay quietly in his crib — even when he was washed for the first time. He fusses sometimes, but doesn't cry much. When he's not sleeping, Joey moves his arms slowly and looks around.

6 Months

Joey's been sleeping through the night and eating at regular times since he was just a few weeks old. He still doesn't move around a lot. Even though his older brother was sitting by this age, Joey goes limp when his parents try to sit him up. He loves to play with simple objects like blocks and cups, though, and he welcomes new experiences. He accepted solid foods and his first bath with smiling and cooing.

2 Years

Joey didn't start walking until just 6 months ago, but he started talking at 10 months. He knows a lot of words for his age, and spends hours looking at books and talking to himself. Since he doesn't always reach out for new things, his parents offer him lots of stimulating toys and activities. Joey always accepts these happily. Because he's so regular in his habits, Joey's parents were able to start toilet training him at 20 months.

5 Years

Joey has just started kindergarten. He loved school from the first day. His early interest in words has continued to grow, and he started to read last year. Joey's teacher encourages this interest, but makes sure he has lots of chances to play with other children and to exercise.

DELLA

3 Days

Even before birth, Della was very active. She kept her mother awake at night before she was born "bicycling" in her stomach. When she was delivered, she came out crying and kicking. She still cries a lot. When she's not crying or sleeping, she's in perpetual motion — kicking, squirming, and throwing her arms about.

6 Months

Della has been sleeping through the night for just a few months. She's still a whirling dervish. She spends hours doing push-ups, can sit up by herself, and loves to be stood up. Della is not agreeable about everything, though. She cried loudly at her first bath, and always spits out new foods the first time she's given them. She'll usually try them if they're offered again, however.

2 Years

Della has been walking for over a year now. She keeps her parents very busy trying to keep her out of trouble. Della is still determined to do things her own way, and has temper tantrums if she can't. Her parents try to remain calm but firm. Della dislikes change, and still refuses to sit still long enough to use the toilet. Her parents know that sooner or later she'll decide she's ready.

5 Years

Della cried and put up a fuss on the first day of school, but by the end of the week she was starting to enjoy herself. It's a bit hard for her to sit still very long and concentrate on one thing. Everyone likes Della, though. The other children try to imitate her skill on the playground, but most of them can't keep up with her.

For Further Information...

- **The Individual.** P. Good. New York: Time-Life Books, 1974.
- **The Individual Child.** Caring for Children Series, No. 7. L. B. Murphy and E. Leeper. Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
- **Infants and Mothers.** T.B. Brazelton. New York: Dell Publishing Company, 1969.
- **You are Extraordinary.** R. Williams. New York: Random House, 1967.
- **Your Child is a Person.** S. Chess, T. Alexander, and H. Birch. New York: The Viking Press, 1965.

the need for early stimulation: a sense of the world

Did You Know That . . .

- Babies are able to see and hear from the time they are born?
- Children learn as much in the first 4 years of life as they will learn in the next 13?
- Babies begin to learn right at birth?

At one time it was felt that parents only had to take care of babies' physical needs — feed, diaper, bathe and dress them. Now we know that from an early age babies are ready for action. They respond excitedly to new objects and new people, but at the same time welcome the familiar.

From all of the different experiences they have, children begin to learn about their world. And the greater the variety of experiences they have, the more they learn.

As parents, you are in every way your children's first teachers. Babies are ready to respond with all of their senses, but it is up to you to provide opportunities for them to use these senses.

The Cradle of Learning

It may seem that newborn babies are just lying in their cribs doing nothing. Actually, they are very active and hard at work whenever they are awake. From birth they want to hear your voice and feel your touch. They want to reach out to you and to the world.

Even though babies can't understand exactly what you're saying or doing, they are taking in a great deal. They react to special things you do for them — playing simple games with them, hanging objects over the crib, putting pictures on the wall, and giving them brightly colored toys.

These efforts are your children's first learning experiences. The path to these experiences is through the senses — hearing, seeing, tasting, smelling and touching. Given the opportunities to use their senses, children begin to learn what the world is all about.

You're Never Too Young To Learn

Researchers tell us that the first years of life are the most important for the child. This is the time when the most rapid development takes place. Children need to use all their senses during these early years. If they do not, they may not develop as much as they could. They could even fall behind in one or more areas of growth.

Watch your children as they try out new skills and activities. If they lose interest, try something new. Babies can get bored, just as we can. On the other hand, if children ignore something you've given them to play with, it may be that they are not ready for it yet.

An Everyday Experience

Providing children with sensory experiences is not difficult. Much learning can take place during feeding and dressing times, for example. In fact, a little extra effort can make such routines come to life.

To help your children learn, keep in mind these points:

- GIVE THEM DIFFERENT EXPERIENCES SO THAT EACH OF THEIR SENSES IS USED.
- WATCH TO SEE WHAT INTERESTS THEM, AND PROVIDE ACTIVITIES TO FIT THESE INTERESTS.
- TALK TO YOUR CHILDREN; LISTEN TO THEM; RESPOND TO WHAT THEY TRY TO SAY.
- GIVE CHILDREN FREEDOM TO DISCOVER WHAT THE WORLD IS LIKE ON THEIR OWN.

It is your privilege to be able to awaken children to the world around them. This experience can be a joyful one — for you as well as your child.

EXPLORING THE WORLD — DAY BY DAY

Here are some examples of learning experiences that young children enjoy at different ages.

At birth...

....babies spend most of their time sleeping and eating. Their first learning experiences will be from the warmth and movement of your body and the sound of your voice.

- Don't be afraid to pick your baby up often. Change the baby's position and point out different things.
- Talk at every opportunity so the child can hear your voice.
- Sing or provide music for your baby to listen to now and then.

From 2–6 months...

....children grow more aware of their world. They begin to smile at their parents. Their eyes are able to focus on and follow objects. They may begin to reach for things.

- Prop your baby up or use a baby seat to encourage looking around.
- Hang bright objects over the crib — mobiles, paper shapes, or pieces of cloth with bells.
- Place the child in a safe area near where you work so you can be watched and heard.

By 6–9 months...

....curiosity greatly increases. Babies may be able to sit up, crawl, pull themselves to their feet, and pick up small objects.

- Encourage reaching and crawling by putting brightly colored objects beyond your baby's reach.
- Set up places in your home where the child is free to crawl and explore.
- When your baby is in a playpen, provide a variety of toys such as sponge blocks, rattles, and squeezy toys. Move the playpen around to change the scenery.

At 9–15 months...

....children will probably enjoy dropping objects. They may stand alone, take their first steps, and even say a word or two. They will probably try to get into everything.

- Give children simple household objects like kitchen pots and clothespins to play with.
- Talk to children while you are feeding, dressing, or bathing them, naming different objects that they touch or look at.
- Read to children, pointing to pictures and naming the objects.

From 15 months–2 years...

....children will start to creep up stairs and be much more active. They will start to throw and kick objects.

- Read to children regularly, and their enjoyment of books will grow quickly.
- Many favorite toys can be found at home, such as large boxes to crawl in and out of, or plastic bowls to play with.
- As you shop with children, talk about the things you are seeing. On a long ride, take something to amuse them when they become bored or restless.

Between 2–3 years...

....children usually develop a desire to master as much of the world as they can. Let them do as many tasks as they are able.

- Take preschoolers on trips — to museums, to the library, or to the zoo, and to watch people working at different jobs.
- Play word games such as: "I see something round. What is it?"
- Give them tasks at which they can succeed and praise their successes.

By 3–5 years...

....children develop much more physical strength and coordination. They also become very talkative and their vocabulary increases rapidly.

- Give children simple household chores to do, such as setting the table.
- Carry on short conversations with children. Don't be afraid to use words they don't understand.
- Encourage children to discuss television programs they've seen.

For Further Information...

- **Baby to Parent, Parent to Baby.** I. J. Gordon. New York: St. Martin's Press, 1977.
- **I Saw a Purple Cow and 100 Other Recipes for Learning.** A. Cole, C. Haas, F. Bushness, and B. Weinberger. Boston: Little, Brown and Company, 1975.
- **New Parents' Guide to Early Learning.** S. B. Stein. New York: New American Library, 1976.
- **The Sense of Wonder.** R. Carson. New York: Harper & Row, 1956.
- **The Ways Children Learn, A Setting for Growth** and **Conditions for Learning.** Caring for Children series. Nos. 1,6, and 9. L. M. Murphy and L. Leeper. Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

preparing for parenthood: two heads are better than one

Birth is not one act.
It is a process.
– Erich Fromm

There may have been a time when you gasped at the thought of having a baby of your own: Me, a parent? What do I know about being a parent?

Actually, more than you suspected.

You started preparing for parenthood long before you even began to think of having children of your own. The process began when you were a child. That's when you started to form attitudes towards children and parents. Your first ideas about what it's like to be a father or mother probably came from watching your own parents. The way you feel towards children today may stem from your parents' attitudes as well as your own experiences caring for younger brothers, sisters or neighborhood children.

And that's just half of the preparation. For better or worse, you have been caring for your body in ways that will affect both the health of your baby and your ability to cope with the physical demands of caring for a tiny child.

To Have or Have Not

When you reached the childbearing age, you probably started to think about having children — when to have them, or whether to have them at all. This is the first big decision you face in preparing for parenthood.

Some people decide they're not ready yet to make a commitment to another adult, much less a family. Some couples want to wait until their relationship is more stable and they have more money. Others prefer not to have children at all.

But some people decide to go ahead right away. Some even find that they are going to have a baby unexpectedly.

Mixed Feelings

Once the baby is on the way, most people, even those who have wanted and planned a baby, have mixed feelings. You may be:

Eager to start a family, but angry about interrupting a career
Excited about "showing," but depressed about being big and clumsy
Overjoyed to feel the baby move, but afraid of giving birth
Excited about being a father, but nervous about changing a life style
Proud of being a parent, but feeling like a kid.

These feelings are natural. And they're not surprising. For pregnancy brings drastic changes to which both parents must adjust — changes in the woman's appearance and moods, decisions to make, and new concerns such as:

- *"Will I be a good father?"*
- *"Will I know what to do with the baby?"*
- *"Will we be able to pay for all this?"*

These feelings are normal, but they shock people who have been told only the joys and none of the discomforts of pregnancy. Sometimes they put a strain on a couple's relationship. It may be hard to share feelings and difficult to see the other's point of view.

Taking Charge

When you find out that you're expecting a baby, there's a lot you can do to meet the challenges and savor the joys that pregnancy brings:

- ACCEPT AND SHARE YOUR FEELINGS.
- LEARN ABOUT PREGNANCY, BIRTH AND PARENTHOOD.
- MAKE DECISIONS BEFORE THE BABY IS BORN.

When you take advantage of these 9 months to learn, think about your values, and clarify your feelings, you will find that:

Sharing your feelings helps resolve them.

Basic facts quiet your fears, teach you to care for the health of you and your baby, and reveal the wonder of creation.

Learning about parents and children helps you feel more confident and competent.

Making decisions prepares you better for the changes ahead.

You will be creating not just a child, but the kind of atmosphere and way of life you want for that child.

11

THE DECIDING FACTOR

The 9 months of pregnancy can be more than a time of waiting for the baby to be born. They can be a time to make important decisions about what you want your baby to experience at birth and afterwards. Listed below are some of the decisions most expectant couples face, and some of the choices available. In making decisions, remember that:

- **YOU ARE NOT EXPECTED TO BE AN EXPERT. Whether you have never had a child, or had several, parenthood is something you grow into. Each pregnancy and child bring something new. Seeking out information does not mean that you are incompetent. On the contrary, it shows that you are committed to becoming a more effective parent.**
- **YOU HAVE A RIGHT TO KNOW, TO ASK QUESTIONS, AND EVEN TO CHANGE YOUR MIND. Sometimes it's difficult to find out all you want to know. Keep in mind that medical personnel are there to serve your needs — emotional as well as physical. It may be helpful to write down all your questions before visiting the hospital, clinic or doctor's office. If you feel your questions are not answered or your concerns respected, look for another doctor or birthplace.**
- **TAKE YOUR TIME. Your choices are important.**

Method of Birth

Do you and your doctor feel the best way for you to deliver your baby is:
- "prepared" childbirth using breathing and exercises?
- partial use of sedatives and other types of drugs?
- general anesthesia?
- induced labor?
- forceps delivery?
- Caesarean Section?
- acupuncture?

Community Services

Will you seek information and support through:
- childbirth classes?
- specialized support groups such as those for Caesarean Section and breast feeding?
- books and films at your public library?
- other services in your community such as those listed under "Social Service Organizations" in the yellow pages?

Preparing Older Children

Will you help the other children in your family get used to a new baby by:
- telling them the news when you tell everyone else?
- waiting until they notice and ask about the pregnancy?
- showing them books and films about human and animal births?
- involving them in preparations such as buying baby clothes?
- showing them pictures of themselves when they were babies?

Naming the Baby

Will you choose a name based on its:
- meaning?
- family, religious or cultural origin?

Feeding the Baby

Do you prefer to:
- breast feed?
- bottle feed?

Birthplace

Do you want your baby to be born at:
- a hospital delivery room?
- birthing center?
- clinic?
- home?

Prenatal Care and Delivery

Will you and the baby be cared for by a:
- general practitioner?
- obstetrician-gynecologist?
- nurse-midwife?
- pool of doctors at a clinic?

Raising the Baby

Will you care for and raise your child based on:
- what your parents did?
- babysitting experiences?
- observations in child care centers?
- child development books?

Caring for the Baby

Will this be done at different times during the night and day by:
- mother and father?
- a relative?
- a babysitter?

Sleeping Arrangements

Based on the space in your house or apartment, will it be most comfortable for the baby to be:
- in a room of its own?
- with another child?
- with you?

Household Chores

Once the baby comes home, will household chores be done by:
- mother and father?
- older children?
- a housekeeper?
- a visiting grandparent?
- friends who volunteer help?

Going Back to Work

Does the decision about if and when the mother will go to work depend on:
- your personal needs?
- the baby's needs?
- your financial situation?
- availability of child care?
- availability of work?

Expenses

How much can you afford to pay for:
- hospital fees?
- doctor's fees?
- baby clothing and equipment?

Good medical care is crucial to the health of you and your baby, but fees do vary. Baby clothes and equipment can be bought, borrowed or made.

For Further Information...

- **Father Power.** H. Biller and D. Meredith. New York: Anchor Books, 1974.
- **Our Bodies Ourselves.** The Boston Women's Health Book Collective. New York: Simon and Schuster, 1971.
- **Pregnancy: The Psychological Experience.** A. and L. Colman. New York: Bantam Books, 1971.
- **Prenatal Care.** U.S. Department of Health, Education and Welfare. Ask your Congressional Representative for a free copy.
- **Preparing for Parenthood.** L. Salk. New York: Bantam Books, 1974.
- **Who Will Raise The Children?** J. Levine. New York: Bantam Books, 1977.

children and t.v.: watch it!

Consider These Facts

- **Children spend more time watching TV than any other activity except sleeping.**
- **Preschoolers spend more time in front of the TV than it takes to get a college degree.**
- **By the time they graduate from high school, most children will have spent 15,000 hours watching TV, and only 11,000 in school.**

You can learn a lot in 15,000 hours. And, indeed, next to parents, TV is the most important teacher most children will have. Children learn from TV all the time. Programs do not have to be "educational" to teach.

What children learn from the "flickering blue parent" can either interfere with, or enhance, their growth. The choice, we will see, is up to you.

Interference

Most programs children watch were meant for adults. But children do not have our broad experience with the real world. For young children, TV is the real world — even when it differs from their own values and experience.

Children believe what they see on the screen. They can't always tell the difference between what is real and what is make-believe. This can confuse and mislead children. In most cases the consequences are more severe. Children have been known to hurt themselves and other people by imitating what they've seen on the TV screen.

TV can hurt children in other ways. We know, for example, that children who watch a lot of TV can become passive. Children need to *do* things in order to grow. When they spend a lot of time in front of the TV, children lose chances to be creative, to use their minds, and to develop their motor skills.

Many parents and other experts on children also worry about some of the "hidden" messages of TV. They fear that some programs teach negative attitudes toward women and minorities. They are concerned about the desire for toys and sugared foods that TV commercials create in their children. And, of course, the mounting evidence on the relationship between TV violence and violence in our schools and society is disturbing to us all.

Fine Tuning

But TV is not all bad. TV can also be a window on the world. It can broaden children's knowledge and interests by introducing them to:

things they've never seen
places they've never been
people they've never met
things they've never done.

TV can also teach children:

skills such as reading, counting, spelling and problem-solving.
healthy attitudes toward themselves and other people.
behaviors that we all want our children to have.

Sharing, self-control, and courage are among the positive behaviors that children have learned from watching TV.

Focusing the Picture

TV is here to stay. It is an extraordinary invention that can enrich children's lives — or stunt their growth. It all depends on how you as parents guide TV viewing in your home.

There's no need to go to the extreme of forbidding any TV viewing in your home. You may decide, though, to cut down on *how much* TV your children watch. Or, you may want to be more selective about *what* they watch.

The other extreme — using TV as a babysitter — is not a good idea either. Instead, make TV viewing an active experience for your children:

- **BECOME AWARE OF WHAT YOUR CHILDREN ARE WATCHING.**
- **PLAN YOUR CHILDREN'S VIEWING.**
- **TALK TO CHILDREN ABOUT WHAT THEY WATCH.**
- **FOLLOW UP TV VIEWING WITH ACTIVE EXPERIENCES.**

For better or for worse — the choice is up to you.

13

CHANNELING YOUR CHILDREN'S VIEWING

Television can be a rich learning and social experience for your children. With a little bit of planning, you can change what might be a solitary experience into a chance for family members to learn and draw closer together. To add a healthy and human dimension to TV viewing in your home, try some of the following ideas:

FIND OUT WHAT YOUR CHILDREN ARE WATCHING.

- For 1 week, keep a record of how many hours your children watch TV and what they watch.
- Look out for sexual and racial stereotypes, excessive violence, and other behaviors your children might imitate.
- Watch how your children react to what's on the screen: Are they excited? Disturbed? Confused?
- Decide which kinds of programs they should watch, and how often.

TALK TO CHILDREN ABOUT WHAT THEY WATCH.

- Watch programs with your children whenever possible.
- If you can't join them, let them know you're there to talk about a program or answer questions.
- Ask children what they think about different shows, and encourage them to ask questions.
- Don't be afraid to express your own likes and dislikes.
- Talk about: issues that come up on programs; the difference between make-believe and real life; TV characters and how they are like or unlike people you know; how violence can hurt people.
- As children get older, help them become more aware of commercial appeals, stereotypes and program messages.

PLAN YOUR CHILDREN'S TV DIET.

- On a daily or weekly basis, go over the *TV Guide* or a local program listing with your children and select programs for viewing.
- If your children want to watch a show you think is inappropriate, explain what you don't like about it. Be gentle but firm in enforcing your limits.
- Encourage children to watch a wide range of programs.
- Provide children with lots of other activities besides watching TV.

FOLLOW UP TV VIEWING WITH ACTIVE EXPERIENCES.

- Encourage children to draw or act out what they saw.
- Have them make up a story about one of their favorite programs. Type it up and let them illustrate it.
- Help them write letters — to stars, stations, and sponsors — asking questions and expressing opinions.
- Play games to increase children's language skills — for example, look for a new word each day, or think of programs and characters that begin with different letters.
- Follow up new information and interests with books and field trips.
- Think up games like: describing a TV character and having others guess who it is; or imagining what certain characters would do if they appeared on different programs.
- With older children, talk about how TV shows are made and produced. If possible, visit a TV studio or arrange for children to participate in a program.

Of course, even while building on the benefits of TV, you can't ignore its negative aspects. When you see something you don't like, write a letter — to your local station, a TV network, the press, your Congressional Representative, or a group working for better programming for children. Or start your own group. Many local groups — like Action for Children's Television — have been able to get better programming for children on both a local and national level.

For Further Information...

- **The Family Guide to Children's Television.** E. Kaye. New York: Pantheon Books, 1974.
- **How to Talk Back to Your Television Set.** N. Johnson. Boston: Little, Brown & Co., 1970.
- **The Incredible Television Machine.** L. Polk and E. LeShan. New York: Macmillan Publishing Co., 1977.
- **New Season. The Positive Use of Commercial TV with Children.** R. L. Potter. Columbus, Ohio: Charles E. Merrill Publishing Co., 1976.

dealing with death: the time is now

To everything there is a season,
And a time for every purpose –
A time to be born, a time to die;
A time to weep, and a time to laugh;
A time to mourn, and a time to dance.
— Ecclesiastes

Death is a part of life.

It is as much a part of the human experience as birth. Yet, despite this fact, death has become a taboo subject in our culture. Perhaps this is because death does not take place in the home as often as it once did. When people died at home, death was shared by all family members. Today, though, death usually occurs in the hospital — far away from the family circle.

As we have come to see less of death, so we have begun to talk less about it. We don't even like to use the word "dead." Instead, we say: he "went away" or "departed" or "passed on" or "expired." Maybe we think that by avoiding the subject death will go away.

It won't, of course.

We are especially reluctant to talk about death with our children. Perhaps we think that children are not able to understand and talk about death. Or, we may want to shield them from this experience for as long as possible. Maybe we think we can do this by not mentioning the subject, or by ignoring children's questions, or by "beating around the bush."

We can't, of course.

Death Cannot Be Concealed

Death cannot be hidden from children, for death is always around us. One day grandpa may not return from the hospital. Or a favorite pet may be hit by a car. A funeral procession may pass by. Or a public figure may be assassinated. And, of course, every day TV newscasters report death in "living" color on the family television set.

Children are aware of death from an early age. And they want to talk about it. They know when something is wrong, and they need to understand what is going on. When we ignore their questions, or mislead them, we only confuse them. We leave them all alone to find their own explanations for what has happened.

This can make death very frightening to children. A child who is told that Aunt Sally "just went to sleep" may become afraid of going to sleep. Left with the explanation that grandpa "went away," a child may worry he did something to make grandpa leave, or feel rejected because grandpa never said good-bye.

When we try to shield children from death, we also deprive them of their right to mourn. Like love and joy, sorrow needs to be expressed. Mourning the death of a relative or pet gives children a chance to grow and to come to terms with pain and death. These are important experiences that no parent would want to deny children.

Living With Death

Instead of trying to protect your children from death, then, help them prepare for it. Death is not an easy thing to understand or accept. Nothing you can say will ever make death painless. But you can make it easier for your children to deal with it.

Exactly what you say to your children about death will depend on many things. Your own feelings about death, your religious beliefs, and the developmental level of your children will all influence what you tell them. There are, however, a few guidelines that other people have found useful in talking to children about death:

- INTRODUCE CHILDREN TO THE IDEA OF DEATH AT AN EARLY AGE.
- BE HONEST IN YOUR EXPLANATIONS.
- ENCOURAGE CHILDREN TO EXPRESS THEIR FEELINGS ABOUT DEATH.

You may find that, at first, very young children do not understand that death is final. This does not mean that you shouldn't talk about death with them. They will take in what information they can, and gradually their understanding will increase.

Death is a fact of life that children — like all of us — can learn to live with.

15

THE TIME TO TELL

It's a good idea to introduce children to the idea of death even before someone they know dies. Many ordinary events — like the death of a plant or pet — can help you teach your children that life has a rhythm and that some things cannot be changed. When children learn about death through such experiences, they are better able to cope with human death later on.

Here's how one mother used this kind of event to help her 4-year-old daughter understand the death of her dog:

"Mommy, Fido won't get up."

"Fido is dead, Jennifer. He died. He won't ever get up again."

"Dead?"

"Yes, that's right. Dead."

"What's dead?"

"Dead means that Fido has stopped breathing, and his heart has stopped beating. See how he's not moving? He'll never be able to move again."

"How come?"

"Because sooner or later everything that lives has to die."

"Will I die?"

"Yes, but that shouldn't be for a very long time."

"Will you die?"

"Yes, I'll die, too, but not for many years, I hope."

"Will Daddy die?"

"Yes, everybody dies, but we expect Daddy will be around for quite a while, yet."

"Oh. (Pause) Now make Fido better."

"I'm sorry, honey, I can't make Fido better. This isn't like when your scooter broke and I fixed it. Or like when you had a stomach ache and Daddy gave you medicine to make you feel better. This is different. When you're dead you can't be fixed."

"Why?"

"Because that's the way things are. Remember how we planted seeds in the garden last spring?"

"Yes."

"And remember how they grew and became beautiful flowers?"

"Yes."

"And then after a while all the flowers fell off and never came back. Remember?"

"Yes."

"Well, that's what this is like. Fido used to be a little puppy. Then he grew up to be a big dog and had lots of fun with us for a while. Then he got old, and now he's dead."

"I don't like dead."

"I don't either. Nobody does. It makes us sad when someone we love dies. Sometimes it makes us feel a little better to talk about how we feel. Sometimes we cry. That's all right, too. Do you feel sad?"

"Yes."

"I'm sad, too, honey. Come here on my lap and we'll be sad together."

For Further Information...

- **Death, The Final Stage of Growth.** E. Kübler-Ross. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.
- **Explaining Death to Children.** E. Grollman. Boston: Beacon Press, 1967.
- **Talking About Death, A Dialogue Between Parent and Child.** E. Grollman. Boston: Beacon Press, 1970.

attachment and independence: you can't have one without the other

True or False?

True	False	
☐	☐	A baby who is very attached to either or both parents is very likely to become overly dependent on them.
☐	☐	Spoiling results when parents pick up a baby frequently.
☐	☐	By ignoring a baby's cries, parents are "building character" and making their child more independent.
☐	☐	If parents respond to a baby's demands for food, comfort and attention, the baby becomes even more demanding.

There was a time when many parents thought that picking babies up, cuddling, and talking to them was a bad practice.

We know now, however, that the answer to all the above statements is FALSE. Studies show that it's essential for parents to be responsive to their babies. When parents respond quickly and consistently to cries during the first months, babies cry less often and for less time later on.

In other words, once babies feel sure of their parents, they become less demanding.

In general, the more love you give your baby, the more lovable that child will become — and the easier it will be for that child to make friends with other people. A strong attachment to you gives your child the security and confidence to separate from you later on. The secure child becomes independent and reaches out to others.

Let's look at how this happens.

A Bond is Born

At first babies know nothing of you or your love. All faces are the same to them.

But, without knowing it, babies begin to build a special bond with you. They cry. They startle. They stretch and wiggle. Their hands and feet speak as well as their faces. When babies act in these ways, you want to respond.

Gradually, you learn to "read" and respond to your babies' needs. You learn what those squirms and stretches mean, and how to interpret different cries. You discover just how your babies like to be held, talked to, and stroked.

At the same time, babies learn to recognize your special touch, smell and voice. They begin to associate you with feeling comfortable and secure. When they cry, they rely on you to come. You may not be able to relieve all discomfort, but what counts is that you are there trying.

Gradually, babies begin to love and trust you.

Letting Go is Hard to Do

Although a strong bond with you makes it easier for your children to let go, separation is never easy. During the first three years most children can't bear to let their parents leave. When you go, your baby may cry as if abandoned forever. Your toddler may cling to you when you reach for your coat. These children may not know that you still exist when you are out of sight.

Little by little, though, your children will work through their sorrow. Their fears are eased and the road to independence is smoother when you:

- PREPARE CHILDREN WHEN YOU LEAVE.
- GET THEM USED TO NEW PEOPLE GRADUALLY.
- PROVIDE A ROUTINE THAT CHILDREN CAN COUNT ON.
- LET THEM TAKE SOMETHING FAMILIAR TO A NEW PLACE.
- ENCOURAGE CHILDREN TO ACT OUT THEIR FEARS.

Separations need not be a nightmare. They can even strengthen the bond between you and your child. If you have built a strong relationship, you and your child can become involved in new experiences and have more to share when you come together.

MAKING SEPARATIONS EASIER

All of us find it hard to separate from those we love. For children, learning to say goodbye is one of the most difficult adjustments they have to make. How you handle their first separations, then, is of the utmost importance. Here are some ways you can help your children meet this challenge.

Prepare Children for Your Departure

Talk to children beforehand about where you are going and why: "Mommy is going to work and Mrs. Moran is going to take care of you every day." Be sure that they know when they can expect your return: "...when you wake up," or "when Daddy comes home."

Never sneak away from the child. Always tell the child when you must leave.

Provide a Consistent Routine That Children Can Count On

It's easier for young children to let go of you if you leave at roughly the same time and place every day. You might arrange for a special activity just before you leave — read a story, or play a record. Children also feel better if they know that you will return at a certain time — after nap, for example, or when the clock says 3.

Of course, the unexpected occurs. But in general, let children count on your comings and goings.

Get Them Used to New People Gradually

Whenever possible, leave children with someone they know. Invite the babysitter to come for a visit once or twice before the sitter stays alone with the child. Or spend a day or so at the day care center with the child before the child stays there alone.

Try to keep the same person caring for your child. Changes are hard on children.

Encourage Children to Act Out Their Fears

Acting out the separation helps children feel in control. To help children see that you can disappear and reappear, play "peek-a-boo" or "hide-and-seek" with them. Or encourage your children to take a pretend trip.

Help your child understand that "good-bye" doesn't mean "forever."

Let Children Take Something Familiar to a New Place

Accept children's need to take along something of their own to a new place. A blanket or toy that reminds them of you and their home can help them feel safer in strange places.

Let them keep something important that belongs to you – a pair of gloves or a purse, for example.

For Further Information...

- **Caring. Supporting Children's Growth.** R. M. Warren. Washington, D.C.: National Association for the Education of Young Children, 1977.
- **Infants and Mothers.** T. B. Brazelton, M.D. New York: Dell Publishing Co., 1969.
- **Oneness and Separateness: From Infant to Individual.** L. J. Kaplan. New York: Simon and Schuster, 1978.
- **The Roots of Love.** H. S. Arnstein. New York: Bantam Books, 1975.

discipline: the long and short of it

I am, indeed a king,
because I know how
to rule myself.
— Pietro Aretino

Discipline is needed.

There's no doubt about that. Society could not exist if people acted without regard for others. Why, then, is there so much disagreement about this subject?

One reason is that many people misunderstand what discipline means. The word "discipline" comes from "disciple," someone who follows the teachings of another. Discipline, therefore, means a learning experience. Not punishment. Not tears. But a chance to learn how to live in a social world.

The Long of It: Putting the Child in Charge

So what are you teaching when you discipline?

Self-discipline.

In the long run, discipline should help children take over the responsibility for their own behavior. Children have to learn to rely on themselves rather than on you or other adults to tell them what to do.

The Short of It: The Parent Steps In

Of course, when your child is about to hit a friend on the head with a baseball bat, you can't wait for the long-term effects of discipline to take place. While children are still learning self-control, they need to be protected from hurting themselves and other people. They have to be shown how to behave in appropriate ways.

The short-term goal of discipline, then, is to control children's behaviors on a daily basis.

The Cause of It

In working toward these long- and short-term goals, it helps to look for the causes behind your children's behavior. There are usually good reasons why children act the way they do. In fact, when children misbehave, they are often trying to accomplish things that you yourself want for them: to be independent, express feelings, or learn new skills, for example. But they don't always know the best ways to do these things.

The next time your child misbehaves, ask yourself these questions:

- *Am I expecting my child to do more than he or she is capable of?*
- *Are my child's possessions or feelings of self-worth being threatened?*
- *Is my child trying to learn something or practice a new skill?*

You don't have to like all your child's behaviors. But by understanding the cause of each misbehavior, you can find a technique that is more likely to be effective in changing the behavior.

The Whole of It

There is no one right way to discipline. Rather, there are a variety of techniques that can stop misbehaviors and, at the same time, encourage self-discipline. Some of the choices available to you are:

- LET YOUR CHILD MAKE SOME DECISIONS AND CHOICES.
- GIVE REASONS FOR YOUR RULES.
- TAKE THE CHILD AWAY FROM TROUBLE.
- REDIRECT THE CHILD.
- LET THE CHILD LEARN FROM THE RESULTS OF MISBEHAVIOR.
- PUNISH THE CHILD BY SPANKING OR TAKING AWAY PRIVILEGES.

Remember, though, that if used too often, punishment can lose its effectiveness and may even have negative side effects. It can arouse anger or cause the child to forget why he or she was punished in the first place.

Remember, too, that discipline takes time. Don't be surprised if children sometimes repeat misbehaviors. Just keep trying, keeping in mind your long- and short-term goals and the different techniques available to you.

APPLIED DISCIPLINE

What discipline technique you choose will depend upon you, your child, and the particular situation. In general, younger children need more direct control. As they get older, you can make more use of reasons, choices, and natural outcomes. Here are some examples of how different techniques can be used in different situations.

LET THE CHILD MAKE SOME DECISIONS AND CHOICES

The best way to teach responsibility is to give the child as much as possible.

June is helping her mother plan a party for her third birthday. Mrs. Hamning asks June to decide whether they should serve lemonade or fruit juice.

Five-year-old Jon is taking a bath and splashing water all over. His father asks: "Do you want to close the shower curtain now or wipe up the water when you finish?"

GIVE REASONS FOR YOUR RULES

Let the child know why something must be — or cannot be — done. Understanding the reasons for rules makes it easier to remember them.

On the way to the park, 3-year-old Larry runs toward the street. His father yells at him and pulls him back, then explains what might have happened if he had run into the street and why he must look both ways first.

As she is paying for her purchases at the drug store, Mrs. Sanchez sees an elderly lady trying to open the door. She tells 5-year-old Maria to go open the door. Maria is looking at toys and doesn't want to go. Mrs. Sanchez explains that people have to help each other out, and that the woman is not strong enough to open the door.

TAKE THE CHILD AWAY FROM TROUBLE

If a child is too young to understand, or there's no way to change the cause, it may be easiest just to change the situation.

Nine-month-old Sacha crawls after lamp cords, ash trays, and other dangerous items. Her parents remove such items from her reach.

Two-year-old Tommy starts crying when his older sisters won't let him join their tea party. His father takes him into the other room and plays a game with him.

REDIRECT THE CHILD

Look for what a child is trying to do. Often you can find a way to let the child do it in a better place or a safer way.

Eighteen-month-old Jesse loves to knock over his cup of milk or juice and watch how it spills. His father puts him in the bathtub and gives him containers to pour water in and out.

When Mr. Smith takes 1-year-old Jennifer with him to the grocery store, she reaches for everything on the shelves. Now Mr. Smith always gives her one or two of the colorful boxes from his cart to look at and handle.

LET THE CHILD LEARN FROM THE RESULTS OF MISBEHAVIOR

When a child is old enough to understand, and the results will not be dangerous, experience can sometimes be the best teacher.

Mrs. Barry warns 3-year-old Paula that if she keeps banging her toy truck like that it will break. Paula keeps banging the truck. It breaks.

Every time they go somewhere, Mr. Washington has to hurry Roscoe along and help him finish dressing. One day as they are getting ready to go swimming he doesn't nag at Roscoe. They miss the bus and have to wait half an hour in the hot sun.

PUNISH THE CHILD

Light spanking or other forms of punishment may be appropriate in some situations.

Six-month-old Laura crawls up to a pair of hot tongs near the outdoor grill and starts to touch them. Mrs. Walters slaps her hand and says, "No, No! Hot, Hot!"

Mr. Holbrook has told Peter several times not to ride his bicycle in the street. Peter rides out into the street again. Mr. Holbrook tells Peter that he may not ride his bicycle again for a week.

For Further Information...

- **A Guide to Discipline.** J. G. Stone. Washington, D.C.: National Association for the Education of Young Children, 1969.
- **A Parent's Guide to Child Discipline.** R. Dreikurs and L. Grey. New York: Hawthorn Books, Inc., 1970.
- **Away from Bedlam.** Caring for Children series, No. 4. L. B. Murphy and E. Leeper. Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
- **How to Discipline With Love.** F. Dodson. New York: New American Library, 1978.

nutrition: it's habit-forming

How's Your Nutrition IQ?

True	False	
☐	☐	**A fat baby is a healthy baby.**
☐	☐	**Young children need vitamin pills to make sure they get all the proper nutrients.**
☐	☐	**Snacking is bad for children.**
☐	☐	**Children need at least two servings of meat each day.**

(Answers: All FALSE)

Children outgrow many things. As they grow up, they cast aside old toys and clothes. They give up diapers and baby talk. A few things, though, they will carry with them into adulthood. These include the eating habits and attitudes toward food they learn from you.

Children develop tastes for certain foods at an early age. They learn to like what you give them to eat. If you offer them lots of fruits and vegetables, they will still enjoy those foods when they're older. If they get used to soda pop and lollipops, they probably won't be able to resist the lure of overly sweet foods later on.

The eating habits and attitudes your children pick up through your example are apt to last a lifetime. For this reason, you will want to become familiar with basic nutrition concepts. Luckily, sound nutrition information is not hard to find. There is, however, a lot of nutrition nonsense still floating around. Separating the fact from the fiction is the first step toward nutrition awareness.

Substitutions Allowed

There is no one right way to good nutrition. The proteins, carbohydrates, fats, vitamins and minerals that we all need are found in a wide variety of foods. Ethnic foods, vegetarian diets, as well as other common menus can all supply these nutrients.

Because there are so many different nutritious foods, you don't have to worry if your children won't eat certain things. It's easy to find other foods with the nutrients they need. If your child doesn't like potatoes, he or she can get carbohydrates from bread and rice. Forcing children to eat foods they don't like is never a good idea.

Food Is Its Own Reward

Urging children to eat when they're not hungry is not wise, either. Different children need different amounts of food. Even the same child may need different amounts of food at different times. Poor eating habits are begun rather than ended when parents become anxious about their children's appetites.

Using food as a reward or punishment is another bad idea. Giving dessert as a reward may teach a child that dessert is the most important part of the meal. Such tactics encourage children to see eating as an emotional issue rather than as an enjoyable way to stay healthy and strong.

Recipes for Good Habits

Once you have basic nutrition information, you will find many ways to use this knowledge to help your children develop good eating habits. Some of the things you can do are:

- **SERVE A VARIETY OF FOODS.**
- **LET YOUR CHILDREN HELP PREPARE MEALS.**
- **MAKE MEALTIME A PLEASANT EXPERIENCE.**

Mealtimes can be fun. They can provide opportunities to discuss the day's events, plan outings, and get to know one another better. If mealtimes are relaxed and happy, your children will begin to associate the nutritious foods you serve with good feelings.

We're willing to bet on it!

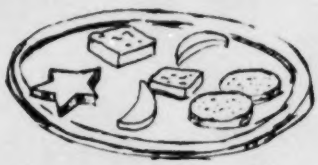
HOW TO MAKE MEALS FUN FOR YOUR CHILDREN

A balanced diet does not have to mean meat and potatoes at every meal. As your nutrition awareness increases, you will probably come up with many creative and interesting food experiences for your family. Here are a few ideas to get you started.

Breakfast

Breakfast doesn't have to be the traditional bacon and eggs and toast. Try preparing one of these "breakfast surprises":

- Grilled cheese sandwich and a glass of milk
- Peanut butter on toast and a milk shake made with milk and fruit
- Cereal sundae made with dry cereal or granola sprinkled on ice cream or yogurt.



Snacks

Snacking has become a way of life for most Americans. Snacktime does not have to mean candy. It can be another opportunity for good nutrition. Here are some ideas for nutritious snacks:

- Mix together dried fruits and nuts and seeds. Put the mixture into small plastic bags so children can carry the bags while they play.
- Freeze unsweetened juices in your freezer tray. When almost frozen, put a wooden stick in each cube. Serve frozen fruit on a stick.
- Cut up vegetables in sticks, chunks, and circles. Then, mix yogurt or sour cream with herbs and spices or onion soup mix. Have a "dunking party" for your children.
- Use cookie cutters to cut cheese, meat, and bread into interesting shapes.

A Special Treat

Here's another snack you can keep on hand in the freezer:

Peanut Butter Pops

¼ cup chunky peanut butter
¼ cup non-fat dry milk solids
1 tablespoon honey
⅓ cup light cream
4 peeled and frozen bananas
⅓ cup chopped peanuts

1. Place the peanut butter, milk solids, honey and cream in an electric blender and blend until smooth.
2. Roll the bananas on the peanut mixture or spread it over them. Sprinkle with peanuts. Freeze. Makes 4 pops.

For Further Information...

- Call your local Health Department or the Extension Service of the Department of Agriculture in your county for pamphlets and recipes.
- **Cooking and Eating with Children — A Way to Learn.** Washington, D.C.: Association for Childhood Education International, 1974.
- **Creative Food Experiences for Children.** M. T. Goodwin and G. Pollin. Washington, D.C.: Center for Science in the Public Interest, 1974.
- **Feed Me! I'm Yours.** V. Lansky. New York: Bantam Books, 1974.
- **Food is More Than Just Something to Eat.** U.S. Departments of Agriculture and Health, Education and Welfare. Order from: Consumer Information Center, Pueblo, Colorado 81009
- **Nutrition Education for Young Children.** Department of Health, Education and Welfare. Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

play and fantasy: the child's building blocks

Block City

What are you able to build with your blocks?
Castles and palaces, temples and docks.
Rain may keep raining, and others go roam,
But I can be happy and building at home.

Let the sofa be mountains, the carpet be sea,
There I'll establish a city for me....
—Robert Louis Stevenson

Play Is For Kids...

To a child, a day without play is no day at all. Play is as vital as breakfast in the morning. Children put every ounce of energy and concentration into play, for play is their way of learning about themselves, other people and the physical world.

Watch children. You can detect tremendous growth in their play. From the start children love action. Babies practice single exploratory actions. They kick their feet and shake their rattles over and over and over again. Older babies and toddlers set harder tasks such as hiding toys under a blanket or filling a box to the brim.

Preschoolers get BIG IDEAS. Their play is more imaginative, planned and varied. They may explore objects, arrange them in order, build or pretend with them. This is a time of make-believe and imaginary playmates. This is the age when children transform tricycles into race cars and jungle gyms into rocket ships.

Think of how this activity affects children's physical development. Squeezing a rubber toy, putting spools in a can, or jumping over a block tower helps build muscles and dexterity.

Play develops brain as well as brawn power. Naturally curious, children figure out increasingly difficult problems. They learn how far to stretch to reach that rattle. They start to envision how one container fits inside another. They begin to use and interpret symbols. For instance, they pretend water *is* coffee. They *become* Daddy or Mommy.

Through play children learn to get along with themselves and other people. Play helps them work through feelings such as fear of the doctor's needle or anger at parents' rules and restrictions. Play gives children control over what happens. It also builds self-control. They learn to share a doll, ask for something they want, and cooperate on building the hideout.

...And Parents Too

Playing with your children can be fun and helpful for you, too. It's a relaxed and easy way to learn about your child's interests, worries and skills. It's a way of showing your child that you care. And it's one way you can contribute to your child's total development.

To make the most of the opportunities that play offers both you and your children, try these ideas:

- JOIN IN YOUR CHILDREN'S PLAY.
- ADD FANTASY AND PLAYFULNESS TO EVERYDAY SITUATIONS.
- PROVIDE THINGS FOR CHILDREN TO PLAY WITH.
- PROVIDE PLAYMATES FOR YOUR CHILDREN.
- TAKE YOUR CHILDREN TO SEE PEOPLE, PLACES AND THINGS OUTSIDE YOUR HOME.

You'll find that play offers lots of possibilities to build on.

MAKING A PLACE FOR PLAY

When we think of play, we usually think of children. We forget that it's parents who create an accepting and playful atmosphere in the home. Here are some ways you can support and encourage your children's play.

Join in Your Children's Play

Watch to see what games your children enjoy, and then play along. This may be imitating funny sounds or playing lions and tigers. Or, it could be letting "Doctor Jane" give you an injection with her plastic syringe.

Listen to the games your children play with words. They like to make funny rhymes, or put words together in new ways. For example, breakfast cereal may be called "Scrippies." You can make up a private family language.

Provide Things to Play With

Materials and objects found around the home, things you make, or store-bought toys are all good. Toys should help children pursue new interests and practice new skills. A string tied around an old stuffed animal can transform an ignored plaything into an exciting pull toy for a toddler who is beginning to enjoy pushing and pulling things about.

Outdoors is sometimes empty and boring. Old tires, ropes and chalk are very interesting additions to start imaginative play outside.

Add Fantasy and Playfulness to Everyday Situations

Games can help both parents and children relax and enjoy everyday routines more. "Flying your helicopter upstairs to bed" is much more fun than walking. And playing "peek-a-boo" has stopped many a baby from fussing while being dressed.

On long car or bus trips, invent stories about the people you see, or the houses you pass by. Play number games with license plates or look for letters the child knows.

Provide Playmates for Your Children

Invite children from the neighborhood to your home. Set up a cooperative playgroup. Or take your children to parks and playgrounds where there are other children. Such activities can help children learn new things and develop the skills needed to get along with other people.

Be available to help when your children get together to play. They need a bit of tactful help, a new idea, or protection from an aggressive playmate now and then.

Take Your Children to See People, Places and Things Outside Your Home

The more your children experience, the richer their play will become. The best trips are active. For example, children need to climb on a fire engine, get in the driver's seat, and listen to the siren. Afterwards, you can supply a few basic props such as old galoshes and a garden hose to recreate their experience.

Many times, the most interesting things go on close to home. The street is repaired, the telephone pole is restrung, or a new house is built. Take a walk around the neighborhood now and then to see what is going on.

For Further Information...

- **Beautiful Junk.** D. Warner and J. Quill. Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
- **The Block Book.** E. S. Hirsch, ed. Washington, D.C.: National Association for the Education of Young Children, 1974.
- **How to Play With Your Baby.** A. Aston. New York: Fountain Publishing Co., Inc., 1971.
- **How to Play With Your Children.** B. and S. Sutton-Smith. New York: Hawthorn Books, 1974.
- **Mud, Sand, and Water.** D. M. Hill. Washington, D.C.: National Association for the Education of Young Children, 1977.
- **Understanding Children's Play.** R. E. Hartley, L. K. Frank, R. M. Goldenson. New York: Crowell, Collier and Macmillan, 1957.

loving your children: getting the message across

"The supreme happiness in life is the conviction that we are loved"
—Victor Hugo

Of course you care about your children.

That's why you're reading this. And, like most parents, you probably make many sacrifices to feed, clothe and educate your children. You may brag about them to anyone who'll listen. Perhaps you even carry their pictures around to show off to your friends.

Yes, with few exceptions, all parents love their children.

Yet not all children feel loved. Even when their parents love them, some children think that no matter what they do, they're not wanted. Others learn that their parents care about them only when they behave in certain ways.

Not all children are lucky enough to know that whatever they say or do, their parents care.

Clearly, *being* loved is not the same as *feeling* loved. It's not enough to know *you* love your children. You have to be sure *they* know it, too. You have to show them you love them just the way they are, just because they are.

Loving your children, then, is largely a matter of getting the message across.

Hidden Messages

With children, it's often the little things that count. You may have scrimped and saved to buy a bigger and better home. But young children don't know that such acts express your love for them.

Instead, simple, everyday events tell young children whether or not you value them. Your presence, a smile, a gentle touch and a kind word spell "I love you" to a child.

In the same way, day-to-day happenings can tell children they're not valued very highly. Unintentionally, your words and actions can convey to children that you don't care.

Think about how some of the things you say and do might look from a child's point of view:

Do you...

... tend to feed, clothe and bathe your baby hurriedly, never taking advantage of this time to touch, talk and play with her?

... only show your affection for your child when he does something that pleases you?

If you're always in a hurry, your child may be learning not that you're busy, but that she's not important. If you only express your love under certain conditions, your child may be learning that you love him — IF he obeys, or IF he doesn't wet the bed, or IF he doesn't make any mistakes. And if children receive many such messages, they may begin to think that you're not very glad to have them.

Successful Signals

Children who feel unloved act very differently from those who feel loved. They spend lots of time trying to reassure themselves and other people of their worth. They are very cautious about trying new things, for failure hurts them deeply.

Children who know they're loved, on the other hand, don't have to waste time proving their worth. They're not afraid to try out their wings. They know that even if they fall, they can still count on your love and respect.

To be sure your children feel secure about your love for them:

- LOOK AT WHAT YOUR WORDS AND ACTIONS MAY BE TELLING YOUR CHILDREN ABOUT THEMSELVES.
- FIND WAYS TO SHOW YOUR CHILDREN THAT NO MATTER WHAT, YOU LOVE THEM.

This doesn't mean that if you ever get angry or frustrated with your children they're ruined forever. Children don't need perfect parents. Ordinary people will do. If the overall climate you create is one of love and respect, your children will learn they're valued —

just the way they are —
just because they are —
no if's, and's, or but's.

LOVE LETTERS

Few things will be more important in deciding your children's future than their sense of self-worth. How they feel about themselves will affect whom they choose as friends, how they get along with others, and how well they make use of their abilities — in other words, all aspects of their lives. The strategies described below can strengthen your children's self-worth by letting them know you love and value them.

PAY ATTENTION TO YOUR CHILDREN.

Take time to talk to them, listen to them, and show interest in their activities and interests. Try to find times when you are not hurried or tense and can focus just on them.

EXPRESS YOUR AFFECTION OFTEN THROUGH PHYSICAL CONTACT.

With babies, this means holding and cuddling. As children get older, you can offer hugs, kisses, caresses, an arm over the shoulder, or a pat on the back. Sometimes the right words are hard to find, but a gentle hug says it all.

TREAT YOUR CHILDREN WITH THE SAME RESPECT YOU SHOW ADULTS.

Too often we reserve one set of manners for adults, and another for children. We may embarrass our children by scolding or criticizing them in front of others. Or we may get so involved in a conversation we forget their presence. Children are no less sensitive than adults and deserve the same kind of respect.

TELL YOUR CHILDREN FROM TIME TO TIME THEY'RE APPRECIATED.

Don't wait until they get good grades, or limit your praise to their good looks or manners. Let them know you enjoy them and think they're great all the time.

RESPOND TO YOUR CHILDREN WITH PATIENCE AND UNDERSTANDING.

When your child spills his milk for the third time in a row, or hits his sister over the head with a toy shovel, it's easy to treat him as a criminal. Try, though, to see the child as someone who needs your help in controlling his body and emotions.

RESPECT CHILDREN'S FEELINGS AND ABILITIES.

Because of their size, we sometimes forget that children are people, too. They have a right to privacy and to feelings of their own. We may have to remind ourselves not to carry children when they can get there on their own steam, or to speak for them when they can do this for themselves.

For Further Information...

- **The Art of Loving.** E. Fromm. New York: Bantam Books, 1956.
- **Caring. Supporting Children's Growth.** R. M. Warren. Washington, D.C.: National Association for the Education of Young Children, 1977.
- **Peoplemaking.** V. Satir. Palo Alto, California: Science Behavior Books, 1972.
- **Your Child's Self-Esteem.** D. C. Briggs. Garden City, New York: Doubleday & Co., 1970.

listening to children: children should be seen and heard

"Ouch! Mommy, I cut my finger and it hurts."
"Don't be silly, Judy. It couldn't hurt. There's not even any blood."

"Daddy?"
"Mmmmm."
"I cleaned up my room today all by myself."
"Mmmm."
"Daddy? . . . DADDY!"
"What is it, Ronald?"

"Kids? What do they have to say?"

A lot. Yet many parents think they have nothing to learn from their children. Some even assume they know just what their children are thinking and feeling most of the time.

And so instead of listening, they talk. Instead of watching, they ignore. They lecture and preach. They judge and direct. They blame and scold. Only rarely do they just . . . listen. And even when they do, it may be with only one ear.

But listening to children is as important as talking to them. Children have their own special thoughts and feelings, joys and sorrows, hopes and fears. When you open yourself up to what your children have to say, your reward will be a fascinating look into how they think and learn. You'll get to know them better and deepen your relationship with them.

Most important, you'll boost your children's self-confidence by showing them you value what they have to say.

Decoding the Message

Children have many reasons for wanting you to listen. Sometimes they want sympathy, sometimes attention. Sometimes they want to share important moments with you. And sometimes they need help figuring things out.

Children don't always fully understand what they're thinking and feeling. They can't always say exactly what they mean. "I hate the new baby" may really mean "I'm scared that you don't love me anymore."

With sympathetic listening, you can help your children explore and sort out their thoughts and feelings. Often — just by putting their thoughts into words and sharing them with someone — children can find solutions to their own problems.

Body Talk

But children speak in other ways than words. Their bodies and behaviors have a language of their own. Even young babies are fluent in this language. They reach out to you with their arms when they want to be picked up. They choose from a whole repertoire of cries to tell you whether they're tired or hungry, wet or bored.

Older children also give us cues through their facial expressions, posture, gestures, movements, actions and tone of voice. In fact, body language and behavior are two of the most reliable ways of listening to children. Drooping shoulders can speak with more force than the words "I'm sad." Purposely breaking a new toy can be a very successful way of getting attention when words have failed.

Children have lots to say, and many ways to say it. It's just up to you to listen.

The Better to Hear You With

Listening is an active process that demands your full attention. Real listening means putting down the newspaper or turning off the iron to focus on what your child is trying to say. It's a skill, but one that all parents can learn by following these simple guidelines:

- LET YOUR CHILDREN KNOW YOU'RE AVAILABLE TO LISTEN TO THEM.
- AVOID INTERRUPTING OR JUDGING WHEN YOUR CHILDREN ARE TALKING.
- ASK QUESTIONS OR REPEAT WHAT YOUR CHILDREN ARE SAYING IF YOU'RE NOT SURE YOU UNDERSTAND.

You may not always like what your children have to say. Sometimes you won't agree. Sometimes you won't be sure how to respond. But if your children want you to listen, they have a need. So let them lead the way: respect their feelings; listen to their point of view; try to find out what's going on inside them. Things may not be what they seemed at first . . .

. . . and you might learn something.

27

LISTENING AND LEARNING

Your children's needs and problems may not always be obvious. You may have to listen and observe carefully to uncover what they are really thinking and feeling.

Here is how one father tried to find out what was behind his 4-year-old daughter's angry words. Note the different strategies he used: responses to show that he was listening ("Oh?"); silence; responses to encourage her to go on ("Did anything else happen?"); and repetition of what she said to show that he understood.

Joanna:	I hate Mrs. O'Grady.
Father:	You're angry at Mrs. O'Grady?
Joanna:	Yes. And I don't want her to come take care of me anymore.
Father:	Oh?
Joanna:	She's a stupid babysitter. She thinks Bobby's so nice. I hate Bobby, too.
Father:	You're angry at your brother, too?
Joanna:	Yes. He gets to do everything— just because he's bigger. He thinks he's such a big shot.
Father:	(Silence.)
Joanna:	Like today he got to go to the movies with his friends. And I had to stay home. It's not fair just he got to go.
Father:	You wanted to be able to go to the movies, too?
Joanna:	Yes. But Mrs. O'Grady wouldn't let me. She said I have to wait 'til I'm older. She's so dumb.
Father:	Did anything else happen?
Joanna:	Well, I cried. And Billy called me a baby and said that's why I couldn't go to the movies.
Father:	Billy teased you and that made you feel even worse?
Joanna:	Yes. He thinks he's so big.
Father:	Sounds like today wasn't a good day for you.
Joanna:	No. Today was a bad day. Bobby got to have all the fun and I didn't get to do anything.
Father:	I'm sorry to hear that, because you're a very special person, too. Did you know that?
Joanna:	Me?
Father:	Yes, you. And you know what else?
Joanna:	What?
Father:	It's only 6:30, and you don't have to go to bed for another hour, so we have time to think up something fun to do together.
Joanna:	Just you and me?
Father:	Just the two of us. So what will it be, little shot?

Joanna's father knew that Mrs. O'Grady was a good babysitter and that Joanna really liked her. Reminding Joanna of this, or scolding her for her anger, would only have made Joanna more hostile. By trying to get to the root of Joanna's feelings, her father was able to find out what was bothering her. Once he realized that she was just feeling left out and unimportant, he was able to let her know that she, too, was very special to people.

For Further Information...

- **Between Parent and Child.** H. G. Ginott. New York: Avon Books, 1965.
- **The Body Language of Children.** S. Szasz. New York: W. W. Norton & Co., 1978.
- **P.E.T., Parent Effectiveness Training.** T. Gordon. New York: New American Library, 1970.

parenting styles: avoiding the extremes

Am I being too strict with my kids?
OR
Do I let them get away with too much?

Should I be less protective of my son?
OR
Will he get hurt if I don't keep a firm grip on him?

These are very real questions to most new parents. Even many experienced parents never feel completely comfortable about how they're raising their children.

Part of the reason for this discomfort is that styles in parenting are in a state of flux. Today parents may raise their own children one way, but see and hear about many other approaches in the homes of friends, on TV, in books and magazines, and in classrooms and parent groups.

No wonder many parents are confused.

A Two-Sided Story

Children can and do thrive under many different styles of parenting. The choice of an effective style is not a matter of "either-or," but of finding a comfortable balance.

One of the concerns that many parents have, for example, is whether to take a permissive *or* protective approach toward raising their children. Actually, you should do both:

On the One Hand....

CHILDREN NEED FREEDOM.
They need to be permitted to:
explore the world
use their senses
move about freely
make mistakes.
Opportunities like these give children room to grow and develop.

AND on the Other....

CHILDREN NEED LIMITS.
They want:
guidance
advice
responsibility
routine.
By protecting your children from hurting themselves and others, you help them feel secure.

But too much of even a good thing can be harmful.

On the One Hand....

TOO MUCH FREEDOM OVERWHELMS CHILDREN.

When parents let children do anything they want, children feel abandoned. They think that their parents don't care about them. Such indulged children often become self-centered and demanding, and have trouble getting along with other people.

AND on the Other....

TOO MANY LIMITS SMOTHER CHILDREN.

Parents who do everything for children, interfere with their growth. If children never learn how to take care of themselves, they are more likely to get hurt when their parents aren't around. Overprotected children can become passive, dependent — even resentful and hostile.

In other words, freedom does not mean license, and protection does not mean imprisonment.

Between the Extremes

How you raise your children will depend on you, your children, and different situations. Some parents feel comfortable with parenting styles that other parents find too tight or loose in fit. Some children can handle more freedom and responsibility than others. And some situations call for more control than others.

There are few absolutes when it comes to parenting styles — just these general guidelines:

- GIVE YOUR CHILDREN PERMISSION TO GROW *AND* PROTECTION FROM HARM.
- STAY AWAY FROM THE EXTREMES OF OVERPROTECTION AND OVERPERMISSIVENESS.
- STRIKE A BALANCE THAT IS COMFORTABLE FOR YOU AND YOUR CHILD.

Just where you are between the extremes is not of major importance. What is important is that your style of parenting be reasonable and motivated by love and respect for your child. Between the extremes are many approaches that make room both for your sanity and your child's growth.

FINDING YOUR BALANCE

Steering a clear course between being too indulgent and too restrictive is usually a matter of common sense. Each situation below describes one approach that is clearly too permissive, one that is too protective, and one that strikes a balance between the two extremes.

SITUATION: YOUR 3-YEAR-OLD GETS HUNGRY BETWEEN MEALS SOMETIMES.

Too Protective

Under no circumstances do you allow her to eat between meals.

You make up a special box of pieces of cheese, fruits, and vegetables that she can help herself to when she gets hungry.

Too Permissive

You let her help herself to anything she wants at any time.

SITUATION: YOUR 5-YEAR-OLD WANTS TO CHOOSE HIS OWN CLOTHES AND DRESS HIMSELF FOR SCHOOL.

Too Protective

You insist on choosing his clothes and dressing him to save time and make sure he gets everything on right.

You give him a choice of 2 or 3 items each day, and leave plenty of time for him to dress himself — standing by to help if he wants it.

Too Permissive

You let him wear anything he wants, even if it's very inappropriate, and leave him to dress himself, even if his shirt is inside out and his shoes on the wrong feet.

SITUATION: YOUR 3-YEAR-OLD STARTS TO QUARREL WITH HIS BEST FRIEND.

Too Protective

At the first sign of a disagreement, you intervene, separate the children, and send the friend home.

When you hear the children arguing, you stand by to see if they can resolve their disagreement without force. If they start hitting each other, you quickly put a stop to their fighting and help them talk things out.

Too Permissive

You leave them to solve things themselves, even when it turns into a fist fight in which one child is clearly the loser.

SITUATION: YOUR 5-YEAR-OLD HATES TO GO TO BED.

Too Protective

You insist on lights out at 7:00 p.m. every night.

You set a regular bed-time, at which time she must go to her room. If she's not sleepy, she can look at books in bed for a while, but she must stay there.

Too Permissive

You let her go to bed whenever and wherever she wants. You usually end up carrying her to bed every night.

SITUATION: YOUR 3-YEAR-OLD WANTS TO GO ON THE PLAYGROUND EQUIPMENT BY HIMSELF.

Too Protective

You don't let him go on any equipment for fear he might hurt himself.

You always accompany him to the playground but let him go on anything that he can manage. You watch carefully in case he runs into trouble.

Too Permissive

You let him go to the playground by himself and go on anything he wants.

SITUATION: YOUR 9-MONTH-OLD IS AT THE STAGE WHERE SHE'S INTO EVERYTHING.

Too Protective

You keep her in a playpen all the time.

You remove breakable and dangerous items from certain areas of your home and let her crawl about there, keeping an eye out just in case.

Too Permissive

You let her crawl around everywhere on her own.

SITUATION: YOUR 2-YEAR-OLD WANTS TO LEARN HOW TO TIE HIS SHOELACES BY HIMSELF.

Too Protective

You let him, but at the first sign of a mistake, you stop him and show him how to do it right.

You let him do as much as he wants to do by himself. If the laces end up wrong, you praise him for his efforts and show him how to tie them even better.

Too Permissive

You leave him to figure it out by himself, and let him go to school with shoelaces he keeps tripping over.

For Further Information...

- **Baby and Child Care.** B. Spock, M.D. New York: Pocket Books, 1977.
- **Child Behavior.** F. Ilg and L. Ames. New York: Dell, 1955. And other books by these authors.
- **How to Parent.** F. Dodson. New York: New American Library, 1970.
- **Liberated Parents, Liberated Children.** A. Faber and E. Mazlish. New York: Avon Books, 1975.

social skills: more than manners

We need other people,
not in order to stay alive,
but to be fully human....
—Hugh Prather
Notes on Love and Courage
(New York: Doubleday & Co., 1977

Getting along with other people is the heart of living.

Knowing how to interact with others is necessary for being a member of any group — family, neighborhood, school, work or community organization. Through each new encounter we stretch our understanding of ourselves and others. Being able to understand and reach out to others makes us feel needed and competent, a part of the group and yet uniquely special — alive.

Social skills are more than manners. They're the basic attitudes and tools needed for getting along with other people:

- showing interest in others
- giving and receiving
- asserting our needs and rights in appropriate ways
- showing consideration and sympathy
- communicating effectively.

We are not born with these skills. Learning how to get along with others is a process that begins at birth and continues throughout life.

From "Me" To "Us"

Babies begin to respond to other people from the first hours of life. They quickly learn to charm adults with their smiles, coos and wiggles. Despite their interest in other people, however, they are unaware of others' feelings and needs. From their point of view, everyone and everything exists to satisfy their every wish.

Babies have to learn to see the point of view of others.

In time, children discover that other people's feelings and needs may conflict or differ from their own. Although babies expect instant service, they have to learn to wait. Toddlers want everything they see, but they have to learn to respect other people's property. It's hard to hold their own desires in check and consider other people's feelings. Sometimes it's hard for children to understand other children's actions and make their place in a new group.

Because of their pleasure in being with others and their need to be accepted and loved, however, children learn these lessons. They begin to be able to share, to wait for others, and to express anger in appropriate ways. This learning may be painful at times, but it has powerful rewards — such as making a new friend or being included in the neighborhood group.

It's a challenge to adults as well as children to become aware of the point of view of others and learn how to get along despite personal differences or misunderstandings.

The Widening Circle

Children learn social skills from other people. As parents, you are their most important teachers. You are first on the scene and most influential for some time:

YOU ARE ALWAYS TEACHING SOCIAL SKILLS THROUGH YOUR OWN EXAMPLE. Children watch you carefully, absorbing how you behave with them, with each other, and with friends, relatives and strangers. Your children will often imitate just what they see you say and do.

Besides teaching social skills through your own example, you can:

- **GIVE CHILDREN EXPERIENCES WITH DIFFERENT ADULTS AND CHILDREN.**
- **HELP CHILDREN INTERPRET THE DIFFERENT WAYS PEOPLE SHOW THEIR THOUGHTS AND FEELINGS.**
- **TELL CHILDREN HOW THEY SHOULD ACT IN SPECIFIC SITUATIONS AND WHY.**
- **PRAISE CHILDREN WHEN THEY USE SOCIAL SKILLS.**

Although you will experience ups and downs teaching social skills, you will also enjoy rewards. Hearing that first laugh, receiving that painting all in red ("I made it for you!"), and watching your child reach out and make friends will be among your warmest and most satisfying moments as a parent.

SOCIAL SECURITY FOR CHILDREN

Children are born with a social drive. The following timetable shows how they grow in social awareness, and how you can help them develop their skills at each age.

BABIES...

...are already social creatures. They enjoy other people but cannot empathize. They:

- watch, smile and "perform" for familiar people but are fearful of strangers
- need to receive lots of love before they can give it
- have no concept of ownership and reach for everything they see
- think everyone feels the same way they do
- "talk" through cries, gestures, and expressions

YOU CAN...

...provide babies with their first satisfying social experiences:

- encourage friendliness by talking and playing with babies; be present when different adults and children visit.
- give lots of love and attention — this does not "spoil" babies.
- put things that belong to other people out of babies' reach; let them explore other safe objects.
- teach consideration by treating babies with tenderness and responding to their feelings.
- respond to babies' "talk" and speak to them at every opportunity.

TODDLERS...

...continue to reach out to people, but their first attempts are often awkward. They:

- play alone or next to other children but need to check in on parents occasionally
- cannot share easily
- tend to hit, push and poke to get things they want and hold onto what is theirs
- can't take other people's point of view, but begin to try to please parents
- can use words and simple sentences

YOU CAN...

...encourage and support children's efforts, but don't expect too much too soon:

- invite other children into the home; take toddlers to parks where there are other children; start a play-group so toddlers can play with other children.
- show toddlers how to share with others, but don't force them to share; provide them with their own toys and storage boxes.
- help children to protect what's theirs, but stop hitting and pushing; teach children to use words instead.
- begin to teach toddlers simple rules and routines such as touching people gently; praise them often when they follow rules.
- tell toddlers what to do and why in simple direct language.

PRESCHOOLERS...

...can work together with people, and become more selective about their friends. They:

- gradually learn to play with other children and make friends
- learn to understand the idea of sharing and taking turns
- begin to use words rather than physical force to get what they want and protect their possessions
- learn to "read" others' feelings, pretend to be other people, and become more considerate of other people
- are able through increased language to express their feelings and get along with other people

YOU CAN...

...help children get along with their widening circle of friends:

- continue to give preschoolers regular experiences with different adults and children.
- teach these skills through your own example; tell children how they should act and why.
- continue to encourage children to use words rather than hitting or grabbing.
- help preschoolers notice and interpret feelings; tell children how they can show consideration for others.
- talk with preschoolers about their experiences and help them recognize their feelings.

For Further Information...

- **From "I" To "We"** and **Language is for Communication.** Caring for Children series, Nos. 8 and 10. L. B. Murphy and E. Leeper. Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
- **Guiding Young Children.** V. Hildebrand. New York: Macmillan, 1975.
- **Roots of Caring, Sharing and Helping.** P. Mussen and N. Eisenberg-Berg. San Francisco: Freeman Paperback, 1977.

growing up: children do their best

My baby, Sharon, refuses to sleep through the night. Instead, she wakes us up and wants to play.

Bobbie, my two-year-old son, keeps emptying things. He takes pans out of cupboards, clothes out of drawers, and contents out of any pocketbook in sight.

Admit it.

There are times when you just don't understand your children. You lose patience, even your sense of humor.

But if you take a closer look at the things your children do, you'll see that they are really trying to tackle the tasks of growing up. And they're doing the best they know how.

The Aim's the Same

You want your children to learn and grow — and that's exactly what they're trying to do. They don't have to be pushed and prodded. They are born with the urge to move forward. Normal development compels them to work on life's tasks — to:

- gain control over their bodies
- communicate with others
- get along with other people
- become independent
- learn who they are and who they can become
- think and solve problems
- form values and beliefs

They can't, however, master these tasks in a day. There are certain things to learn and appropriate ways to act at each age — whether it's 2, 12 or 22. Each step forward builds on the ones before. Children hold their heads up before they sit, cry before they talk, hoard things before they share them.

Though everyone works at life's tasks, the urge to grow and change seems strongest in children. Children approach these tasks with such zest and ingenuity. Somehow they find a way to practice skills at any time and any place. Two-year-old Bobbie can't be stopped. He empties drawers, cupboards and pocketbooks. Exploring each new container, he gains coordination. He learns about space and sizes, too. And when he masters these tasks, he takes on new challenges.

Growing Pains

Sometimes the ways children go about working at these tasks are not easy to live with. Learning involves trial and error. In learning to get along with others, for instance, children test people out. They pinch and tease as well as smile and hug. In trying to be independent, children go overboard. They say "no" to everything. Squabbles are inevitable. Such conflicts may annoy you, but they're a healthy and important part of learning. They're children's best efforts.

It's hard, too, for children to keep grown-up rules in mind when they're practicing a new skill. Beds look perfect for jumping. Toothpaste asks to be squeezed. Children are just learning to predict what will happen and what can go wrong. They're discovering how things work and how much they can do. Children make mistakes, naturally — but at the moment they just don't know there are better ways.

Growing Together

Growing up really is hard to do. Tasks such as sharing take time to learn. You can ease the way, though:

- LOOK BEHIND YOUR CHILDREN'S BEHAVIORS AND TRY TO DISCOVER WHAT LIFE TASKS THEY ARE WORKING ON.
- IF THERE'S A BETTER WAY TO ACCOMPLISH A TASK, HELP YOUR CHILDREN FIND IT.
- IF THERE'S NO BETTER WAY, TRY TO LIVE WITH THE BEHAVIOR. MANY TIMES IT WILL BE OUTGROWN.

Sometimes when you understand a behavior, it doesn't seem as irritating. You can be more patient with your toddler's endless questions, for example, if you know that this is the way he learns new words and becomes part of the conversation. Sometimes you can help children find other ways to practice tasks — an old tire in the backyard can meet a child's need to jump as well as your living room sofa.

Sometimes, though, you may just have to be patient while your child masters a task such as sleeping through the night. At such times it helps to remember that children do grow up — usually in a direction that makes them easier to live with.

In the meantime, though, they just do their best.

ON THE LOOKOUT

Here are some examples of ways children behave when they're trying to grow up. In each case, note what task children are working on, and think about how this knowledge might change your attitude and response to their behavior.

BABIES

When babies....	This may help them....	To master this lifelong task....
• Study faces, pull hair, poke, grab your glasses and earrings	• See themselves as physically separate from other people	• Become independent from parents and other adults
• Cry for every want or, later, babble, smile, wave arms and kick legs as well	• Express themselves in many ways	• Communicate with others
• Wake up during the night	• Adjust to the family schedule of sleeping, waking, eating	• Get along with others

TODDLERS

When toddlers....	This may help them....	To master this lifelong task....
• Are constantly in motion — emptying drawers and pocketbooks, jumping on sofas and beds	• Develop large and small muscle control	• Gain control over their bodies
• Ask questions such as "What's that?" endlessly	• Learn what it means to be a grownup	• Communicate with others
• "Get into" parents' razors, shoes, lipstick, wallets, and copy parents' actions	• Learn words and get attention	• Learn who they are and who they can become

PRESCHOOLERS

When preschoolers....	This may help them....	To master this lifelong task....
• Hit, threaten, call names, take toys and exclude other children	• Play with others but still get their own way	• Get along with other people
• Refuse your help getting dressed, even if they put their clothes on backwards or inside out	• Learn how to dress and take care of themselves	• Become independent
• Make forts and houses with household furniture, blankets or pillows	• Use and interpret symbols that stand for real objects, events or people	• Think and solve problems

For Further Information...

- **The Magic Years.** S. Fraiberg. New York: Scribner's, 1959.
- **Oneness and Separateness: From Infant to Individual.** L. J. Kaplan. New York: Simon and Schuster, 1978.
- **The Ways Children Learn.** Caring for Children series, No. 1. L. B. Murphy and E. Leeper. Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
- **What Every Parent Should Know.** I. Gordon. Chicago: National Center for Child Abuse, 1978.

children's fears: face them

And sometimes in my bunk bed I start thinking,
maybe a fiend sneaked into my lower bunk.
And he's sniffing around for a boy to eat,
and I'm the boy that he's sniffing, and...
—Judith Viorst
My Mama Says There Aren't Any Zombies, Ghosts, Vampires, Creatures, Demons, Monsters, Fiends, Goblins, or Things
(New York: Atheneum, 1977)

The world can be a scary place for young children. Things that seem perfectly safe to us look dangerous and harmful to a small child. Their fears may seem ridiculous to us, but they are dreadfully real to the child.

Try to see the world through a child's eyes and you can understand why some situations are frightening and why all children are afraid now and then.

A Fearsome Beginning

During the first three years, life brings one surprise after another. Even such ordinary things as vacuum cleaners and barking dogs can startle a baby. Unfamiliar people and new situations can also be upsetting. Even a person as familiar as a favorite uncle can confuse a child if he grows a beard.

Gradually, however, the real world becomes more familiar, predictable and secure to young children. When they hear the piercing siren of the fire engine, they know what's making the sound. They can make sense of something new because they have had more experience.

Preschool children are apt to develop a new set of fears. By age three or so, children are comfortable with "what is," but they worry about "what could happen." And it's difficult for them to separate what is real from what is imagined. They imagine dangers such as monsters coming to hurt children at night. They anticipate disasters such as accidents, wars or death. For the first time, a child may become afraid of the dark and troubled by nightmares. All of a sudden, a child may worry about something "happening" to his or her body.

A Farewell to Fears

Children have different ways of overcoming their fears. Some need to learn all about the situations they fear. These children need to take a special trip to the dentist's office, climb up in the chair, and touch a few of the tools that the dentist will put in their mouths.

Some children need to control the frightening objects themselves. They need to turn the vacuum cleaner on and off. Still other children use their imaginations to combat fear. Pretending to bark and act like a dog can help a child overcome a fear of dogs.

And, of course, it always helps to share a fear with a parent.

A Friend in Fear

To a child, you have a magic all your own. You can forbid lions to sleep under the bed and send them back to the zoo. You can rescue your child from a nightmare and bring him or her back to earth, bed and safety. The fact is, children believe in you. They are impressed by your courage and peace of mind in the face of such dangers.

Because your children have such faith in you, you can help them express and overcome their fears. Unfortunately, you also have the power to intensify your children's fears. The way you respond when they're afraid is most important: some ways are helpful; others don't help at all.

DON'T

- LAUGH AT CHILDREN'S FEARS.
- FORCE THEM INTO SITUATIONS THEY FEAR.
- IGNORE CHILDREN'S FEARS.
- TRANSMIT YOUR OWN FEARS TO YOUR CHILDREN.

DO

- ACCEPT THEIR FEARS AS REAL.
- REMOVE THEM FROM THE SITUATION, THEN TALK ABOUT IT.
- HELP THEM CONFRONT THEIR FEARS.
- GIVE THEM CHANCES TO WATCH OTHER PEOPLE INTERACT CONFIDENTLY WITH THE THINGS THEY FEAR.

Don't be discouraged if your children develop fears no matter how you try to help them. You cannot prevent your children's fears, but you can help them face those fears. They need an ally.

35

THE ROOTS OF FEAR

Here are some common fears that trouble children of different ages. In each case, try to imagine how the situation might look from the child's point of view.

Infants and toddlers are apt to fear...	This may be because...
. . . their parents are lost forever when they can't see them.	. . . they have not learned that people continue to exist when out of sight.
. . . they will slip down the bath tub drain with the soap bubbles, or disappear down the toilet hole.	. . . they have not developed a sense of what fits into an opening.
. . . their own father is a monster when he has shaving cream on his face. Or Mother may become a stranger in a new hat.	. . . they are apt to pay attention to only one aspect of an object or a person at a time.
. . . the vacuum cleaner will eat them up.	. . . they see it suck up dirt.
. . . getting shampoo in their eyes will hurt them.	. . . they are right.

Somewhat older children may fear...	This may be because...
. . . part of themselves is being cut off and thrown away when they get a haircut. Or their insides will leak out when they get a shot at the doctor's office.	. . . they are beginning to be aware that their bodies are vulnerable to injury.
. . . a watermelon tree will grow inside them because they swallowed the seed.	. . . after all, children are often told that babies grow from seeds.
. . . a dog is going to bite them.	. . . they know their own teeth bite and they worry other sharp teeth might bite them.
. . . there are monsters in the closet, under the bed, in the dark.	. . . their imaginations lead them to be afraid of many things they once accepted calmly.

For Further Information...

- **The Child Under Six.** J. L. Hymes, Jr. Columbus, Ohio: Charles E. Merrill Publishing Company, 2d ed., 1974.
- **Children's Fears.** B. Wolman. New York: Grosset & Dunlap, 1978.
- **The Vulnerable Child.** Caring for Children series, No. 5. L. B. Murphy and E. Leeper. Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
- **Your Child From One to Six.** A. H. Granger. Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

societal support: we're all in it together

What Would You Do If...

... your child were having trouble adjusting to your recent divorce?

... you needed someone to take care of your child when you went back to work?

... you thought your child had a speech problem?

... you just needed to talk to somebody?

Let's face it.

Raising children is a tough job. Although it can be the most rewarding experience in the world, it can also be the most demanding. No one can do it alone.

From time to time all parents need help. They may have problems like the ones above. Or they may need someone to take care of their children during an emergency, a clinic that provides free health care, or information on childbirth methods.

Just as children need the support of families, so families need the support of society.

No Family Can Stand Alone

Today, more than ever, families are dependent on other persons and institutions. Society has become more complex. Families are often far away from relatives who can be counted on to help out in a crisis. More and more households are headed by single parents. And, even in families with two parents, it is becoming increasingly common for both parents to be at work during the day.

The modern family needs a wide range of services to survive and flourish. Fortunately, public and private agencies already provide many of these supports: diagnosis and treatment of health problems; financial aid; child care; parent education; information and referral; hotlines; legal assistance; and recreation services.

Sometimes these resources are not easy to find. You may have to make an effort to find out what's available in your community. Local governments, churches, schools and hospitals are usually helpful in locating services.

And, of course, there's still a lot more to be done. Employers, for instance, could give parents support through: more flexible work hours; part-time work; time-off for pregnancy or illness; and long-term releases for child rearing.

Our federal and state governments, too, could do much more to respond to the needs of families. National and local leaders are beginning to realize how social policy in areas such as employment, health care and housing affects families. We are beginning to see that in order to preserve itself, our society must support families in every way possible.

A Sign of Strength

Too often, however, even when services are available, parents don't use them. They think that asking for help is a sign of weakness, and feel they should be able to solve their problems on their own. They don't want to be thought of as failures.

But asking for help is not a sign of failure. Rather, it's a sign of wanting to be effective parents. It shows that you care about your children. When you seek out and accept help, your children are more likely to reach their full potential.

You, too, can benefit from these supports. By participating in the give and take of society, you may feel less isolated and more a part of your community. Working with others can enable you to grow personally and learn what you have to offer to others. And, it's always helpful to know that other people have similar problems.

Within your local community are services that can strengthen your family and expand the opportunities available to you and your children. To take advantage of these resources, make an effort to:

- FIND OUT WHAT SERVICES ARE AVAILABLE IN YOUR AREA AND MAKE USE OF THEM.
- DO YOUR PART TO URGE SOCIETY TO MEET ITS RESPONSIBILITY TO FAMILIES.

Support is there for the taking.

37

WHO'S ON YOUR LIST?

There are individuals and institutions in nearly every community that provide supports of many different kinds. Knowing about these services can improve the quality of life for both you and your children. Take some time to fill out the directory below. Use the phone directory, library, or public agencies to help you find information. You may be surprised at how many people there are ready to help you and your family.

Babysitting Services

CONTACT: Colleges, high schools, women's organizations, relatives, and friends

Name: _____

Address: _____

_____

Phone: _____

Name: _____

Address: _____

_____

Phone: _____

Recreation

CONTACT: Local and county recreation departments, museums, sports clubs, community pools, YMCA, YWCA

Name: _____

Address: _____

_____

Phone: _____

Child Care

CONTACT: Your State Department of Social Services, Health Department, day care centers, nursery schools, Head Start centers

Name: _____

Address: _____

_____

Phone: _____

Name: _____

Address: _____

_____

Phone: _____

Single Parent Groups

CONTACT: Parents Without Partners, Big Brothers/Big Sisters, singles clubs

Name: _____

Address: _____

_____

Phone: _____

Parent Education

CONTACT: Your PTA, YMCA, YWCA, Parent Effectiveness Training group, adult education center, community college or university

Name: _____

Address: _____

_____

Phone: _____

Name: _____

Address: _____

_____

Phone: _____

Clinics

CONTACT: Your local health department or hospital. Ask about: clinics for well-babies, eyes, speech, hearing, chest, mental health

Name: _____

Address: _____

_____

Phone: _____

Name: _____

Address: _____

_____

Phone: _____

Counseling

CONTACT: Churches, hotlines, family service agencies, clinics

Name: _____

Address: _____

_____

Phone: _____

Name: _____

Address: _____

_____

Phone: _____

For Further Information...

- **All Our Children.** K. Keniston. New York: Harcourt Brace Jovanovich, 1977.
- **Parents' Yellow Pages.** F. Caplan, ed. Garden City, New York: Doubleday & Co., 1978.
- **Who Cares for the Baby?** B. M. Glickman and N. B. Springer. New York: Schocken Books, 1978.

competence: it's all in your mind

What Would You Do?

Your 3-year-old daughter is trying to dress herself. She gets her shirt and jeans on fine, but puts her socks on inside out. Will she be more likely to get them right next time if you say:

"Oh, Nancy, you put your socks on wrong again. Why can't you remember that the fuzzy part goes on the inside?"

– or –

"Good! You got your shirt and jeans on right. Why don't you just change your socks so the fuzzy part is inside."

The best response, of course, is the second one, for it emphasizes what Nancy did right and is more likely to make her feel confident. And when children have faith in themselves, they do better. They are eager to try new and harder things. Through these new experiences, they gain new skills and become even more confident and capable.

Self-confidence leads to success.

When, on the other hand, children think they can't do anything right, they're afraid to try new things. They expect to fail. By avoiding new challenges, they never learn that they *can* do things. Their confidence never gets a chance to develop.

Self-doubt results in failure.

Competence is Learned

To a large extent, then, we become what we think we are:
THOSE WHO THINK THEY CAN DO,
DO.
THOSE WHO THINK THEY CAN'T,
DON'T.

This is true for all of us. But it's especially true for young children. The responses of parents and other adults have a powerful effect on children's actions. Their reactions actually teach children how competent — or incompetent — they are.

Have you noticed how proud your children are of their accomplishments? They will urge you to: "Watch this!" Or "Look at what I made!" Young children want to be seen as capable and strong. But they lack the skills and knowledge that grown-ups have. The list of things they can do is much shorter than the list of things they can't do. They really need your help in learning that they can do things.

In Praise of Praise

To many parents "common sense" says: If I want my children to become capable, I must be sure to point out and correct all their mistakes. But constant criticism only teaches children that they can't do things very well.

When, however, parents emphasize what their children do right, they help children feel good about themselves. By letting children know how it feels to succeed, parents encourage children to keep trying.

To Competence Through Confidence

Of course, no parent can — or would want to — keep children from every possibility of failing. Children learn from failure as well as success. Children who have learned that they are capable can accept their mistakes and weaknesses. They know that — overall — they are competent.

To help your children develop confidence in themselves, try to:

- FOCUS ON YOUR CHILDREN'S STRENGTHS AND SUCCESSES.
- SHOW THEM YOU HAVE FAITH IN THEIR ABILITIES.
- PROVIDE THEM WITH EXPERIENCES FOR SUCCESS.

In these ways, you can teach your children that:
"I CAN DO IT!"

CONFIDENT-IALLY YOURS

As the old saying goes: "Nothing teaches like success." To let your children enjoy the sweet taste of success, set up an environment where initiative is more likely to lead to success than to failure:

- **dress your children in sturdy clothes that are easy to put on**
- **provide step stools and low hooks so they can do things for themselves**
- **buy plastic dishes and glasses to prevent accidents**
- **offer them a wide range of physical, mental and social experiences**

Self confidence has a ripple effect. When children feel capable in one area, the feeling is likely to spread to other areas of their lives. There are many areas in which young children can become competent. Here are just a few.

Arts and Crafts

Even young children can master the basics of popular arts and crafts like: sewing; woodworking; weaving; sculpturing in clay, soap or papier mâché; potato printing; paper cutting and folding; jewelry making; painting; and making musical instruments. Save materials you usually throw out, and look at resource books like those below to see how your children can put these materials to creative use.

Camping

You can camp right in your own backyard, or at a nearby park or beach. Children can be assigned simple tasks like: unpacking; collecting wood; helping put up the tent; and cooking. There'll be opportunities to practice and pick up lots of new skills: zipping and unzipping; making knots; fishing; reading a compass; and crabbing. The satisfaction of working together toward a common goal is one they won't forget soon.

Contributing To The Household

Children feel good about themselves when they have something to offer to the running of the household. From an early age, they can take on responsibility for simple tasks like: picking up the newspaper; putting away groceries; folding laundry; emptying baskets; raking leaves; and sweeping the floor. Older children feel especially proud when they can help you with younger siblings: holding the baby's bottle; making simple toys for the baby; or telling a story to a younger brother or sister.

Gardening

To children there are few things more fun than digging in the dirt. Planting seeds and watching them grow and produce is a source of wonder and joy to children. They don't need a lot of space. A window box or a few flowerpots will hold some beans, tomatoes, herbs, flowers and radishes.

Body Movement and Expression

Self-confidence grows with physical strength and coordination. Give your children lots of space, materials and opportunities for free physical movement. In addition, there are many special experiences you may want to introduce them to: dancing; acting; playing an instrument; singing; and swimming, for example.

Collecting

Children love to collect things: rocks; coins; stamps; buttons; bottles; bugs; shells; and butterflies, for instance. With a little help from you, your children can learn a lot about one area, and end up with a collection that they can be proud of. Collecting offers a great opportunity for hikes and field trips, too.

Cooking

Food is important to children, and knowing how to prepare it gives them a sense of pride and accomplishment. You may be surprised at how many things children can do in the kitchen. If you help them observe basic safety rules, they can: cut; grind; grate; beat; stir; mash; peel; wash; squeeze; strain; measure; and pour. They can help you shop and plan menus, and follow simple recipes. In the process, they develop their small muscles, and learn a lot about: foods; words; numbers; time; safety; and following directions.

Observing Holidays

Children needn't be passive observers of holidays. They can become part of family traditions by helping you plan and prepare for celebrations. They can: help you select the Thanksgiving turkey and Christmas tree; make Halloween costumes and Valentine's Day cards; dye Easter eggs; and make Matzo for Passover. Many holidays — like Martin Luther King's birthday or St. Patrick's Day — are a good time to talk about history, folklore and the meaning behind holiday observations.

For Further Information...

- **I Saw a Purple Cow and 100 Other Recipes for Learning.** A. Cole, C. Haas, F. Bushnell, and B. Weinberger. Boston: Little, Brown & Co., 1972.
- **The Mother's Almanac.** M. Kelly and E. Parsons. New York: Doubleday & Co., 1975.
- **A Pumpkin in a Pear Tree, Creative Ideas for Twelve Months of Holiday Fun.** A. Cole, C. Haas, E. Heller, and B. Weinberger. Boston: Little, Brown & Co., 1976.
- **Your Child's Self-Esteem.** D. Briggs. New York: Doubleday & Co., 1975.

creativity: a fresh look on the world

If I were to ask one thing above all others...
it would be imagination...
the kind of mind that is playful, fanciful,
odd in the relationships it perceives,
that actively connects things as they are
with things as they might be,
that always pokes into corners
and comes up with that which excites laughter or wonder.

—Kenneth Eble
The Perfect Education
(New York: Macmillan, 1966)

"Eureka!"

There are glorious moments when a new twist in our thinking suddenly lets us see things in a fresh and unique way.

Do you consider yourself a creator or inventor? Creativity isn't limited to artists. Everyone has that potential. For creativity is the ability to:

think in imaginative and unique ways
look beyond ready-made solutions
experiment and gain insight
express ideas in new and unusual ways.

Whether we work with words, wood, hair, movement, or steel and concrete, we can all be creative. We were born that way.

The Creative Urge

The child's world is fresh and new. Faces, hands, and bottles miraculously appear above the baby's crib, then go away. While being carried around the house, the infant discovers chairs, pictures, and window panes. What are these things? Their names and purposes are a mystery.

It's easy to understand why children itch to touch every object they see.

Children become increasingly creative in the ways they explore the world around them. From the start, they stare, taste and listen with all their might, but they can't get the things they see and hear. Gradually, they become more coordinated. They squeeze, shake and bang things. They try to make things happen. As they experiment, they try out every action they've learned on a new object.

Young children find problems to solve. We forget that simple things such as getting a rattle that's out of reach are tough problems for babies. Preschoolers tackle harder tasks such as how to fit clothes on a doll, paint stripes, or make a road.

Often children solve problems in unusual ways, for they have few preconceived ideas about how things are supposed to be done. They'll try anything. A three-year-old may shake, bang and turn a jar upside down rather than use a spoon to get some cocoa.

Gradually, children learn to pause and plan ahead before plunging into action. They start to consider alternatives. They choose between tape and glue rather than trying the first thing they see.

Around their third birthday, children develop a bursting desire to recreate everything they've learned. They make replicas of things they're familiar with and pretend to be people they know. They'll use any means—words, paint, blocks or clay—to express things that are important to them.

In the process of recreating their experiences and ideas, children can create something new, unique and special.

Keeping the Spirit

At some point, most children lose faith in their unique view of the world. They stop exploring and experimenting. They tear up their pictures. They don't dare paint trees purple or sing their own songs. Somehow, they learn that there's only one "right" answer, one way to do things.

Sometimes parents and teachers are responsible for this. They stifle their children's creativity—often unintentionally. You can, however, help your children keep their creative spirit alive:

- HELP CHILDREN TO BE OBSERVANT AND CURIOUS.
- ENCOURAGE CHILDREN TO EXPLORE AND EXPERIMENT.
- GIVE CHILDREN OPPORTUNITIES TO SOLVE PROBLEMS AND PLAN AHEAD.
- ENCOURAGE CHILDREN TO RECREATE THEIR EXPERIENCES AND IDEAS.

Who knows? Helping your children think in imaginative and unique ways may awaken you to your own creativity...

11

THE CREATIVE CLIMATE

You can help your children become creative by encouraging them to be curious, experiment, solve problems, and recreate what they know about the world. Some more specific things you can do with your children at different ages are listed below.

BABIES

Things To Do

- Carry babies around the house and out of doors so they can look at and touch different things.
- Give them a few objects to look at, touch, taste, listen to and smell. They like to look at faces.
- Put a favorite toy slightly out of reach so older babies can figure out how to get it.
- When older babies are not looking, hide a toy under a see-through scarf or mesh berry container.

Things To Provide

- Brightly colored balls and pictures on the wall.
- Noise-making toys: squeeze toys, see-through baby bottles with colored buttons inside, metal measuring spoons tied together.
- Things that move: people, mobiles, balls.

TODDLERS

Things To Do

- Encourage toddlers to explore objects in many different ways—shake, bang, hit, squeeze.
- Encourage them to solve simple problems such as how to fit things inside of other things.
- Play hide and seek games with their toys.
- Help them begin to recreate things by imitating simple sounds, words and actions.
- Introduce them to materials (such as paint) that they can explore and use for making things.

Things To Provide

- Containers of different sizes—margarine tubs, egg cartons, cans, shampoo bottles and tops, old pocket books, cardboard boxes—and small objects to put in them.
- A variety of expressive materials: paint, play dough, sand and water, blocks, simple dress-up clothes such as hats and purses.

PRESCHOOLERS

Things To Do

- Join preschoolers in pretending to be other people and things, such as helicopters, animals and trees.
- Encourage them to use the same toy or material in many different ways.
- Encourage them to recreate their experiences: make up a song about making cookies; draw a picture of a trip to the ice cream parlor.
- Give them opportunities to plan: what they'll do after supper or before going to bed; how to make a building out of blocks.
- Read them stories and poems which use words in creative ways.

Things To Provide

Old materials to explore in new ways:

- blocks of different kinds to be used together
- paint on paper, cardboard, burlap or wood
- water and sand, rocks, mud or water on concrete
- water mixed with soap bubbles or food coloring
- paper to fold, roll up, tear or cut in different ways

Materials for problem solving:

- water, funnels, sections of old hose or tubes
- jars and tops of various sizes
- hole punch, paper, and yarn or shoelaces for weaving
- pipe cleaners

A variety of expressive materials:

- wood, bottle caps, fabric scraps, string, elastic bands, nails, and a light-weight hammer
- dress-up clothes: shirts, dresses, cut-off pants, neckties, hats, shoes and wallets
- homemade instruments: drums made from pots, pans or cardboard containers; shakers made from plastic bottles and dried peas or beans; pop bottles with water; sturdy elastic tied taut between 2 nails on a board
- paper and magic markers for drawing and story telling

For Additional Information...

- **From Two To Five.** K. Chukovsky. Berkeley, California: University of California, 1963.
- **Guiding Your Child to a More Creative Life.** Fredelle Maynard. New York: Doubleday & Co., 1973
- **Imagination, Key to Human Potential.** P. McVickar. Washington, D.C.: National Association for the Education of Young Children, 1972.
- **In The Early World, Discovering Art Through Crafts.** E. S. Richardson. New York: Random House. 1964.
- **The Mother's Almanac.** M. Kelly and E. Parsons. Garden City, New York: Doubleday & Co., 1975.
- **What is Music for Young Children?** E. Jones. Washington, D.C.; National Association for the Education of Young Children, 1969.

the handicapped child: a child first

At the playground, Jamie whispered to his best friend, Sam: "Let's get the wagon."

Sam got the wagon. "OK, Jamie, get in." Jamie grinned. "OK. Help me with my brace."

Sam unlocked the brace on Jamie's leg and helped him into the wagon. Sam pulled Jamie, and both boys made engine noises. . . .

In the sandbox on the same playground, Carol shoveled sand into a pail. She used her "good" hand and hid the other in her sleeve.

When Carol was very young, she lost a finger in the car door. Neither she nor her parents could adjust to the loss. Now, she never lets others see that hand. And she rarely plays with other children.

How do you separate being "normal" from having special needs?

It's hard. Often there's no clear dividing line between the two. Carol and Jamie, like most handicapped children, are "normal" in many ways. They like wagons and sand. They cry when they fall. They feel happy when someone hugs them. They are more like other children than different from them. Like other handicapped children, however, they have some physical, emotional or mental problem which will affect the course of their lives.

Feelings Make the Difference

How much their handicaps affect them will vary. Except for the few profoundly handicapped children, the handicap is not as important as the way children feel about themselves and the way others respond to them. For example, Jamie's disability is not a handicap to him. He accepts his problem and works around it. So does his friend.

Carol and her parents, on the other hand, have let a very small handicap become a real problem. It affects the way she acts with other people and how she feels about herself.

The way a parent helps a child live with his or her handicap, then, is very important.

The Sooner the Better

Long before the baby is born, you invest your dreams and hopes in the coming child. If you suspect something is wrong, it may be hard to seek the truth.

The best thing you can do, however, is to get a diagnosis as soon as possible. Early detection of a problem can help you understand your child's needs and get special help. For instance, a child with a hearing loss may be fitted for a hearing aid. This may prevent language or behavior problems that sometimes result when a child can't hear.

Moving On

When you are told your child has a handicap, it's bound to be a shock, all the same. Suddenly, you feel different — set apart from other people. Your child seems different too. It's hard to adjust. You may begin to wonder:

Why did this happen to me?
Is it something I did – or didn't do?
Is it from my side of the family?
How is this going to turn out?

Most parents of handicapped children feel this way. That's why they need support. They need to resolve their own feelings before they can help their child deal with the handicap. Fortunately, there are many sources of help for handicapped children and their families.

So, if you have a handicapped child or suspect that you may:

- TRY TO GET A COMPLETE DIAGNOSIS AS SOON AS POSSIBLE.
- BE REALISTIC ABOUT YOUR CHILD'S HANDICAP, BUT PROVIDE ALL THE OPPORTUNITIES FOR GROWTH THAT EVERY CHILD NEEDS.
- TREAT YOUR CHILD AS A REGULAR MEMBER OF THE FAMILY.
- SEEK OUT SUPPORT GROUPS AND PROFESSIONAL ORGANIZATIONS FOR HANDICAPPED CHILDREN AND THEIR PARENTS.

What can you hope for a handicapped child? Some handicapped children will need supervision or physical care all of their lives. A few may have to live in an institution. But a great many will become self-supporting, marry and have children of their own.

Whatever the handicap, though, your child needs opportunities to grow and "become"—just like any child.

HELPING HANDS

Long ago, we used to hear stories about children who were hidden away because of handicaps. Fortunately, all this has changed. Today handicapped children and their families have many sources of help:

THE FEDERAL GOVERNMENT

Child Find

Child Find is a program that provides early screening and diagnosis of handicapped children from birth to age 21. The program sponsor, the Bureau of Education for the Handicapped, gives support to state and local groups so that well-trained people can perform these services in each state.

To find out about the Child Find network in your area, contact your local school district. Your family doctor, pediatrician, or local social service organization may also have information.

Closer Look

This program, sponsored by the National Information Center for the Handicapped, gives out information on services for handicapped children, their parents, and other people who work with them. They can answer specific questions about services for your child and send you these information packets:

- *Practical Advice to Parents*—a guide to finding services
- *Know Your Rights*—answers to basic questions about the rights of all children to an appropriate education
- *Report from Closer Look*—a periodic review of issues, resources and events.

All Closer Look materials are FREE from: Closer Look, Box 1492, Washington, D.C. 20013

YOUR SCHOOL DISTRICT

Congress has recently passed laws to help give handicapped children educational opportunities equal to those for non-handicapped children. To ensure that every handicapped child receives a free and appropriate public education, an Individualized Educational Plan is drawn up to determine:

- what each child's educational needs are
- where he or she will receive educational services
- what related services the child needs.

Parents must participate in and approve these plans.

Public Law 94-142, the Education for All Handicapped Children Act of 1975, says that handicapped children should be educated with non-handicapped children as much as possible.

Find out what your state or county is doing.

PRIVATE ORGANIZATIONS

For information on your child's handicap write to the appropriate organization below.

American Academy for Cerebral Palsy
1255 New Hampshire Avenue
Washington, D.C. 20036

American Diabetes Association
18 East 48th Street
New York, New York 10017

American Foundation for the Blind, Inc.
15 West 16th Street
New York, New York 10011

American Heart Association
44 East 23rd Street
New York, New York 10010

Association for Children with Learning Disabilities
5225 Grace Street, Lower Level
Pittsburgh, Pennsylvania 15236

Epilepsy Foundation of America
1828 L Street, N.W., Suite 406
Washington, D.C. 20036

League for Emotionally Disturbed Children
171 Madison Avenue
New York, New York 10017

Muscular Dystrophy Association of America, Inc.
810 7th Avenue
New York, New York 10019

National Association of Hearing and Speech Agencies
1800 H Street, N.W.
Washington, D.C. 20006

National Association for Mental Health
10 Columbus Circle
New York, New York 10019

The National Association for Retarded Children
2709 Avenue E East, P.O. Box 6109
Arlington, Texas 76010

The National Easter Seal Society for Crippled Children and Adults, Inc.
2023 West Ogden Avenue
Chicago, Illinois 60612

National Foundation — March of Dimes
315 Park Avenue South
New York, New York 10010

United Cerebral Palsy Associations, Inc.
339 East 44th Street
New York, New York 10017

YOUR FRIENDS and OTHER PARENTS OF HANDICAPPED CHILDREN can also provide understanding, support and inspiration.

For Further Information...

- **Listen to Your Heart.** E. H. Wentworth. Boston: Houghton Mifflin Co., 1974.
- **Mainstreaming Preschoolers**—IN PRESS. A series of handbooks prepared for Head Start teachers and parents. Separate manuals will be available on: The Child with Mental Retardation, Hearing Impairment, Visual Impairment, Health Impairment, Emotional Disturbance, Speech Impairment, Orthopedic Impairment, and Learning Disabilities. For information write to: Administration for Children, Youth and Families, P.O. Box 1182, Washington, D.C. 20402.
- **Mainstreaming: Program Descriptions in Areas of Exceptionality — A Selective Bibliography.** Reston, Virginia: Council for Exceptional Children. Ask for information on their other publications and bibliographies.
- **Serving Children with Special Needs.** Day Care series, No. 8. S. Ganato and E. Krone. Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
- **The Vulnerable Child.** Caring for Children series, No. 5. L. B. Murphy and E. Leeper. Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

for your continuing information . . .

If you want to learn more about the themes discussed in this booklet, or other topics related to parenting, the following books and magazines may be helpful.

Books

BLACK CHILD CARE. J. P. Comer, M.D. and A. F. Poussaint, M.D. New York: Pocket Books, 1975.

THE CHILD UNDER SIX. J. L. Hymes, Jr. Columbus, Ohio: Charles E. Merrill Publishing Co., 1974.

CHILDHOOD AND ADOLESCENCE. L. J. Stone and J. Church. New York: Random House, 1973.

HOW TO FATHER. F. Dodson. New York: New American Library, 1974.

INFANT CARE. U.S. Department of Health, Education and Welfare. Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

INFANTS AND MOTHERS. T. B. Brazelton, M.D. New York: Dell Publishing Co., 1969.

THE MAGIC YEARS. S. H. Fraiberg. New York: Charles Scribner's Sons, 1959.

THE MOTHER'S ALMANAC. M. Kelly and E. Parsons. Garden City, New York: Doubleday & Co., 1975.

ONE-PARENT FAMILIES. E. Ogg. New York: The Public Affairs Committee, 1976.

PARENTS' YELLOW PAGES. F. Caplan, ed. Garden City, New York: Doubleday & Co., 1978.

SURVIVAL HANDBOOK FOR PRESCHOOL MOTHERS. H. W. Smith. Chicago: Follett Publishing Co., 1978.

TODDLERS AND PARENTS. T. B. Brazelton, M.D. New York: Dell Publishing Co., 1974.

YOUR CHILD FROM ONE TO SIX. R. H. Granger, M.D. Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

YOUR CHILD'S SELF-ESTEEM. D. C. Briggs. Garden City, New York: Doubleday & Co., 1970.

Magazines

AMERICAN BABY. Published by: American Baby, Inc., 575 Lexington Avenue, New York, New York 10022

EXCEPTIONAL CHILDREN. Published by: Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

MOTHER'S MANUAL. Published by: Mothers' Manual, Inc., 420 Lexington Avenue, New York 10017

PARENTS' MAGAZINE AND BETTER HOMEMAKING. Published by: Parents' Magazine Enterprises, Inc., 52 Vanderbilt Avenue, New York, New York 10017

THE SINGLE PARENT. Published by: Parents Without Partners, 7910 Woodmont Avenue, Suite 1000, Washington, D.C. 20014

YOUNG CHILDREN. Published by: National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009

...and for your children's enjoyment

Books should be an important part of your children's lives from the time they are babies. Here are some picture books for young children that deal with many of the subjects covered in this book.

AND TO THINK THAT I SAW IT ON MULBERRY STREET. Dr. Seuss. New York: Vanguard, 1937. (Creativity)

A BUTTON IN HER EAR. A. Litchfield. Chicago: Albert Whitman & Co., 1976. (Handicaps)

DON'T FORGET TO COME BACK. R. H. Harris. New York: Alfred A. Knopf, 1978. (Attachment and Independence)

FACE TALK, HAND TALK, BODY TALK. S. Castle. New York: Doubleday, 1977. (Listening; Social Skills)

FACES. B. Brenner. New York: E. P. Dutton & Co., 1970. (Stimulation)

FREE TO BE ... YOU AND ME. M. Thomas et al. New York: McGraw-Hill, 1974. (Individuality; Identity)

GIRLS CAN BE ANYTHING. N. Klein. New York: E. P. Dutton & Co., 1973. (Identity)

HARLEQUIN. R. Charles & B. Supree. New York: Parents' Magazine Press, 1973. (Social Skills; Societal Support)

THE HATING BOOK. C. Zolotow. New York: Harper & Row, 1969. (Social Skills)

HOWIE HELPS HIMSELF. J. Fassler. Chicago: Albert Whitman & Co., 1975. (Handicaps)

I CAN DO IT MYSELF. L. J. Little & E. Greenfield. New York: Thomas Y. Crowell, 1978. (Competence)

LEO THE LATE BLOOMER. R. Kraus. New York: Windmill Books, 1971. (Individuality)

MY GRANDSON LEW. C. Zolotow. New York: Harper & Row, 1974. (Death)

ON MOTHER'S LAP. A. H. Scott. New York: McGraw-Hill, 1972. (Loving Your Children; Attachment and Independence)

PAT THE BUNNY, D. Kunhardt. Racine, Wisconsin: Western Publishing Company, 1962. And other Touch and Feel books. (Stimulation)

SAM. A. H. Scott. New York: McGraw-Hill, 1967. (Listening)

SEND WENDELL. G. Gray. New York: McGraw-Hill, 1974. (Discipline; Social Skills)

SPIN A SOFT BLACK SONG. N. Giovanni. New York: Farrar, Straus & Giroux, 1971. (Creativity; Identity)

THE SUMMER NIGHT. C. Zolotow. New York: Harper & Row, 1974. (Loving Your Children; Attachment and Independence)

THE TALE OF PETER RABBIT. B. Potter. New York: F. Warne & Co. (Discipline)

THE TENTH GOOD THING ABOUT BARNEY. J. Viorst. New York: Atheneum, 1961. (Death)

THERE'S A NIGHTMARE IN MY CLOSET. M. Mayer. New York: Dial Press, 1968. (Fears)

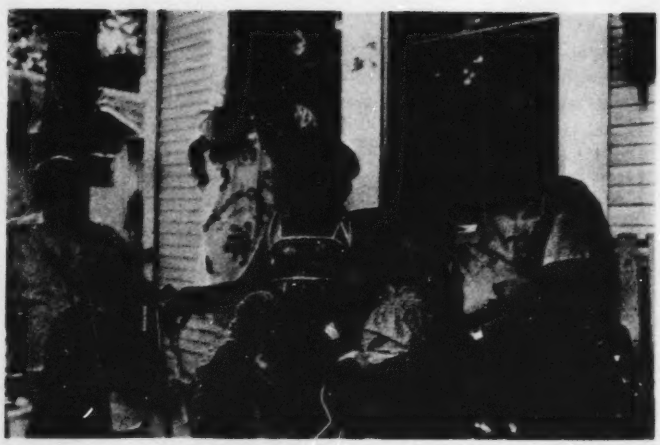
WE'RE GOING TO HAVE A BABY. D. R. and J. W. Helmering. Nashville: Abingdon, 1978. (Preparation for Parenthood)

WHERE DO BABIES COME FROM? M. Sheffield. New York: Alfred A. Knopf, 1977. (Preparation for Parenthood)

WHERE THE WILD THINGS ARE. M. Sendak. New York: Harper & Row, 1963. (Play and Fantasy)

WILLIAM'S DOLL. C. Zolotow. New York: Harper & Row, 1972. (Identity)

scenes from Footsteps...



Student Guides and accompanying Teacher Manuals, specifically designed to enhance the ongoing educational value of the FOOTSTEPS Television Series on Parenting, are available for use in junior and senior high schools, junior colleges, and adult education settings. Produced in an attractive, easy to use magazine format, this series of inexpensive curriculum materials provides readings and activities related to each individual program and offers a wide variety of discovery learning techniques — large and small group projects, individual research, puzzles, direct observation, role playing, and investigative projects.

For use with parent and community groups, there is also a guide specifically developed for Group Discussion Leaders. This booklet uses the television programs as a springboard for exploring parenting issues at a more indepth level. Discussion questions and activities help parent group leaders relate child development knowledge to the participants' own lives.

Further information and ordering requests for both the Student-Teacher Curriculum materials and the Discussion Guide may be obtained from University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202, or telephone 301/547-0700.

Films and tapes of the FOOTSTEPS series are available for sale or rental through the National Audiovisual Center, General Services Administration, Washington, D.C. 20409. Attention: Reference Section.

Developed and Produced under OE Contract 200-276-0398

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education

18

U.S. GOVERNMENT PRINTING OFFICE : 1978 O - 277-869